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RELATIONSHIPS BETWEEN THE PERCEPTIONS OF THE ORGANIZATIONAL
CLIMATES OF SCHOOLS HELD BY PRINCIPALS AND BY
MEMBERS OF THE TEACHING STAFFS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

JULY, 1966

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Relationships Between the Perceptions of the Organizational Climates of Schools Held by Principals and by Members of the Teaching Staffs" submitted by Sherman James Stryde in partial fulfilment of the requirements for the Degree of Master of Education.

ABSTRACT

This study was designed for the purpose of exploring relationships between the perceptions held by principals and by members of the teaching staffs of various social interactions in the school setting. Furthermore, an attempt was made to determine if relationships exist between the degree of congruence in these perceptions and selected characteristics of the schools, the principals, and the teachers.

The data required for the study were obtained from the responses to the OCDQ and a Principal's Questionnaire of participants in the 1965 CSA Clinic on Organizational Climate. The samples included 163 schools, 163 principals, and 1,365 teachers. Statistical procedures used to test the fourteen null hypotheses included "t" tests, Pearson product-moment correlations, and analysis of variance.

The perceptions of the climate types in the schools held by the principals and by members of the teaching staffs differed significantly. Although significant positive correlations were found between the perceptions of the principals and their staffs on seven of the subtests of the OCDQ, when "t" tests were used it was revealed that significant differences in perceptions existed on all subtests except Thrust. The principals perceived Disengagement, Hindrance, and Aloofness to be lower than did the total teaching staffs and they perceived Esprit, Intimacy, Production Emphasis, and Consideration to be higher than did the total staffs. No difference was found between the degree of congruence on the subtests describing the teachers' behavior and those describing the

principal's behavior.

No relationship was found between the degree of congruence in the perceptions of principals and their staffs and the rating of school effectiveness. However, significant relationships existed between the degree of congruence in these perceptions and the rating by teachers of their own satisfaction and of the effectiveness of their principals. Also, schools where the principal's score on Hindrance was higher, and on Thrust and Consideration lower than the mean staff's score were associated with higher ratings of teacher satisfaction and of principal effectiveness.

The characteristics of school size, grade level in the school, total years of teaching experience of the principal, amount of experience of the principal in his present position were not related to the congruence in the perceptions of the principals and their staffs. However, the teachers' perceptions of the principal's Thrust was related to the degree of congruence on the subtests describing the teachers' behavior. Congruence in perceptions on the subtests describing the principal's behavior was greater in schools where the principal had from one to three years of training than in schools where the principal had six years of training. Also, congruence in perceptions on subtests describing the principal's behavior, as well as on all subtests taken together was greater in schools where the principal had done no graduate work in educational administration than in schools where the principal had such training.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the valuable advice and guidance given throughout the course of this study by Dr. E. Miklos, the supervisor of the thesis. Thanks are also extended to Dr. J. E. Seger and to Dr. L. D. Stewart, the other members of the thesis committee.

Appreciation is expressed to the principals and teachers who participated in the 1965 C.S.A. Clinic on Organizational Climate and to the directors of the clinic who made the data available for use in this study.

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CHAPTER I

DEFINITION AND DISCUSSION OF THE PROBLEM

I. THE PROBLEM

Introduction and Importance of the Study

This study was concerned with determining the relationships which exist between the perceptions which principals and members of the teaching staffs have of the various aspects of their social interactions in the school setting. It also attempted to determine what relationships these perceptions may have to selected characteristics of the schools, the principals, and the staffs. A knowledge and understanding of these relationships should prove helpful in reducing the conflict which may exist between the principal and his staff and in suggesting possible areas to consider in seeking to change the social climate of the school.

In recent years many studies in administrative relationships have been concerned with the forces which converge upon the various role incumbents to produce conflicting behavior in the organization. In a discussion of human behavior, Campbell, Corbally and Ramseyer have commented that, "At the present stage in the development of human behavior, it is probably more meaningful to speak, not of causes of behavior, but of factors which affect behavior" (2, p. 270). One of the factors which has been identified as a determiner of behavior is perception. According to the theory presented in Chapter II, behavior grows

out of perception. Pierce and Merrill suggest that:

If a knowledge of a person's perceptions is available, it is possible to predict his behavior. . . . This theory holds that it is not possible for a person to perform in a manner inconsistent with his perceptions. (7, p. 345)

Abbott concludes from a study of superintendent-school board relationships that:

The concept of interpersonal perception is, therefore, important in understanding administrative relationships. In a sense, each person may be said to function in a world of his own making. His attitudes and values serve as a perceptual screen; he interprets his environment according to the way he sees it; and he reacts to that environment in accordance with his interpretations. (1)

The nature of the interpersonal perceptions of persons interacting in a social situation has important implications for the satisfaction of the participants and their success in achieving their desired goals. Empirical studies have shown that for social interactions to be satisfying to the participants and effective in their consequences, it is necessary that there be a high degree of congruence between the perceptions that the participants have of the expectations and behavior of each other. Incongruence between these perceptions often results in administrative behavior being rated as ineffective, conflict among participants, and dissatisfaction. Getzels states that:

Whatever the kind of conflict (and the specific effects of these different types of conflict need systematic examination), it seems clear from recent research that the proper functioning of certain role relationships in the educational setting depends on the degree of overlap in perceptions of expectations by the several complementary role incumbents. (4, p. 318)

Cornell views administration as one of the specialized functions of human organizations, and from such a perspective adds support to the

statement by Getzels when he observes that:

. . .The organizational relationship which is most harmonious and conducive to cooperative action is one which is perceived the same, or, at least, almost the same by all participants. (3, p. 222)

Still further support for this position is provided by Clagett Smith who comments in a recent article that:

Intergroup conflict in organizations has been attributed to (1) problems of communication between the parties involved, (2) differences in basic interests and goals, and (3) a lack of shared perceptions and attitudes among members at different echelons. (9, p. 502)

The model of social behavior developed by Getzels and Guba (5) has proven very useful in explaining the nature of many of the social relationships in human organizations. This model forms the basic theoretical background upon which this study rests. The recently developed Organizational Climate Description Questionnaire (6), hereinafter referred to as the OCDQ, is concerned with the perceived interaction of the principal and of the staff as a whole and attempts to describe the "personality" of the school. Most of the data used in this study were obtained through use of the OCDQ.

Statement of the Problem

This study examined the relationships which exist between the principals' perceptions of the organizational climates of their schools and the climates as perceived by the staffs of their schools. The climates being considered included the overall climate categorizations as measured by the OCDQ and the scores on individual dimensions of the climate as measured by the same instrument. Furthermore, the study

attempted to relate the degree of congruence in these perceptions to certain variables in the schools, the principals, and the teachers.

Sub-Problems

The main problem to be investigated was broken down into the following sub-problems on which attention was to be focused.

1. What differences, if any, exist between the principals' perceptions of the organizational climates in their schools and the perceptions of these climates held by the staffs of their schools?

2. What relationships, if any, exist between the principals' perceptions of the organizational climate dimensions in their schools and the perceptions of these dimensions held by the staffs of their schools?

3. Are there any differences between the degree of congruence between the perceptions of principals and their staffs of the four dimensions of the organizational climate describing the teachers' behavior and the degree of congruence between the perceptions of principals and their staffs of the four dimensions describing the principal's behavior?

4. What relationships, if any, exist between the degree of congruence between the perceptions of principals and their staffs of the dimensions of the organizational climate describing the teachers' behavior and each of the dimensions describing the principal's behavior?

What relationships, if any, exist between the degree of congruence between the perceptions of principals and their staffs of the

dimensions of the organizational climate describing the teachers' behavior, of those describing the principal's behavior, and of all eight dimensions taken together and:

5. rating of school effectiveness?
6. teacher satisfaction?
7. teacher rating of principal effectiveness?
8. the size of the school?
9. the grade level of the school?
10. the total teaching experience of the principal?
11. the length of the principal's experience as a principal?
12. the length of tenure of the principal in his present position?
13. the amount of training possessed by the principal?
14. the amount of graduate work the principal has done in educational administration?

II. ASSUMPTIONS

1. It was assumed that the OCDQ and the Principal's Questionnaire gave valid and accurate measurements of the variables being studied.

2. The samples used in this study were accidental samples. In using statistical tests of significance to draw conclusions concerning the populations it was assumed that the elements in the samples which contributed to the ease of access of the samples were uncorrelated with the relationships under study (8, p. 542).

3. It was assumed for purposes of statistical analysis that the scales used in the instruments were at least interval scales.

4. In using the mean as a representative measure of a variable for any group, it was assumed that the scores obtained by members of the group were not widely spread and that none of the scores were so atypical as to grossly distort the representativeness of the mean.

III. DELIMITATIONS

1. This study included only schools in the province of Alberta which participated in the 1965 CSA Climate Clinic and whose principals completed and returned the Principal's Questionnaire.

2. Some principals failed to check item seventy-three on the OCDQ so that their responses could not be separated from those of the teachers. Schools whose principals failed to check item seventy-three were excluded from the study.

IV. LIMITATIONS

1. All schools included in this study participated voluntarily in the CSA Clinic on Organizational Climate and, therefore, may not be representative of the total school population.

2. The organizational climate of schools as measured by the OCDQ is limited to the social interaction between the principal and the teachers and, therefore, excludes other social relationships which may exist within the total school organization.

3. Because the OCDQ has not been in use for a very long period

of time and has not been revised to take into account information gathered from use made of it, the ability of the instrument to detect slight differences in perceptions which, in fact, may lead to readily observable differences in behavior, may be questioned.

V. DEFINITION OF TERMS

Perception refers to the process by which one attributes significances to his immediate environmental situation as influenced by factors in the perceiver and factors in the environment.

Organizational Climate refers to one of the six categories of the social interaction between the principal and the teachers as measured by the OCDQ.

Organizational Climate Dimensions are the eight dimensions of the social interaction between the principal and the teachers, four of which describe the principal's behavior and four describe the teachers' behavior.

Similarity Score is the sum of the absolute differences between the principal's scores on the subtests of the OCDQ and the mean scores on these subtests by the teachers in the school. A low similarity score indicates a high degree of congruence between the perceptions of the organizational climate by the principal and the teachers, and a high similarity score indicates a low degree of congruence. Three similarity scores were computed for each school--the similarity score on the four subtests describing the teachers' behavior, the similarity score on the four subtests describing the principal's behavior, and the total

similarity score on all eight subtests.

VI. ORGANIZATION OF THE THESIS

The next chapter presents a summary of the literature related to this study with a reasonably full examination of the theoretical background which provided the framework for the study. Chapter III contains a description and discussion of the instruments used and an outline of the methodology employed. A complete description of the samples used is provided in Chapter IV. This is followed, in Chapter V, by a report of the procedures used to analyse the data, the results of the statistical tests which were applied, and a discussion of the significance of the findings. The final chapter of the thesis presents a summary of the study, some general conclusions and implications for educational administration.

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CHAPTER II

RELATED LITERATURE, THEORETICAL FRAMEWORK, AND HYPOTHESES

This chapter presents a summary of the theoretical concepts and constructs which provided a background for the present study. It attempts to describe the nature of the interpersonal interactions in a social system and to show how perception influences the behavior of the participants in these interactions. The literature on organizational climate is summarized and an attempt is made to show how this concept can be of use in educational administration. The research related to interpersonal perception and organizational climate is reviewed with the aim of relating this to the theoretical framework which is presented.

The chapter is in three parts. The first summarizes the related literature and research, the second presents the theoretical framework, and the third restates the research problems in the form of null hypotheses.

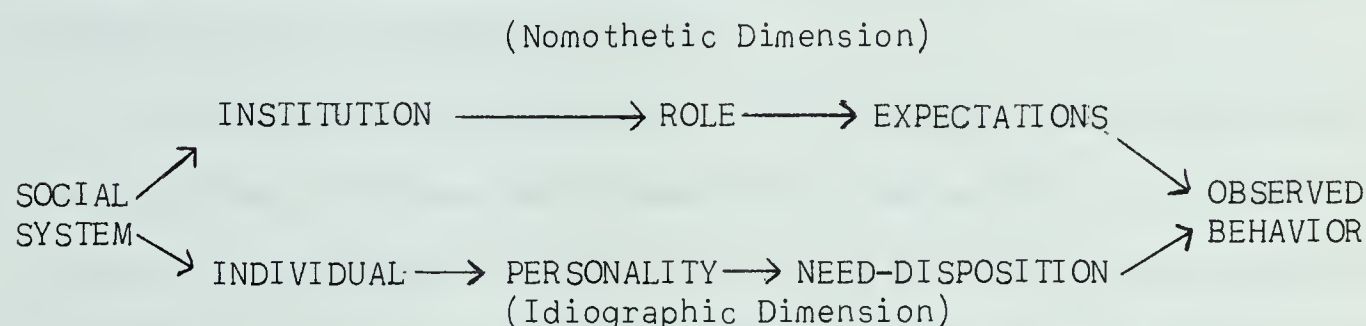
I. RELATED LITERATURE

Social-Psychological Theory

This study was primarily concerned with interpersonal relationships within a school system. These relationships are well explained by the theory of social behavior presented by Getzels and Guba (14).

The school as a social system may be viewed as involving at least two classes of phenomena which may be thought of independently but,

in actual fact, they are interactive. The first class, termed the nomothetic dimension, includes the sociological aspects made up of institutions with certain roles and expectations that will fulfill the goals of the system. In the second class of phenomena, which is termed the idiographic dimension, are those psychological aspects involving individuals with certain personalities and need-dispositions. These dimensions of the model may be pictorially presented as follows:



GENERAL MODEL SHOWING THE NOMOTHETIC AND IDIOGRAPHIC DIMENSIONS
OF SOCIAL BEHAVIOR (14)

The nomothetic dimension. By this dimension the social system is depicted in terms of institutions, which are defined by their constituent roles, and each role by the expectations attaching to it.

When certain social functions which are judged to be imperative develop routinized patterns of accomplishment, the agencies established to carry them out may be classified as institutions. Thus, the school may be considered to be an institution for educating. Within these institutions are positions, offices, and statuses in terms of which the behavior of the role incumbents is defined. These constitute the roles which are interdependent in that each role has meaning only as it relates to other roles in the institution. In other words, a principal can only be a principal if he has teachers. The roles are defined in

terms of expectations, which are certain normative obligations and responsibilities held for the person occupying each role by various groups and individuals within a given social system.

The idiographic dimension. Just as each term in the nomothetic dimension is the analytic unit for the term preceding it, so it is for the idiographic dimension. Here, the social system is defined in terms of its individuals, each individual by his personality, and each personality by its need-disposition.

Getzels defines personality as "the dynamic organization within the individual of those need-dispositions that govern his unique reactions to the environment" (13, p. 154). As has been shown, personality is defined in terms of need-dispositions, which Parsons and Shils define as "individual tendencies to orient and act with respect to objects in certain manners as to expect certain consequences from these actions" (25, p. 114). Need-disposition is distinguished from need "by its higher degree of organization and by its inclusion of motivational and evaluative elements which are not given by vicerogetic needs" (25, p. 10).

The interaction of dimensions. Although it is useful to conceive of these two dimensions of the social system independently, Getzels points out that social behavior is a function of the interaction of both dimensions, the degree of influence of each depending on the situation. The behavior of an individual in the social context will be the result of his attempts to cope with an environment composed of patterns of expectations for his behavior in ways consistent with his

own need-disposition.

The model may be related to administration if one can:

. . .Conceive of administration structurally as the hierarchy of subordinate-superordinate relationships within a social system. Functionally, this hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve the goals of the social system. It is here, in these relationships that the assignment of statuses, the provision of facilities, the organization of procedures, the regulation of activity, and the evaluation of performance takes place. (13, p. 151)

Within the social system, then, it is convenient to think in terms of administrative relationships between the principal and his staff and social relationships among the staff members. The extent to which the goals of the system are achieved and the needs of those participating are fulfilled will depend in large measure on the nature of this interpersonal behavior. In this social context it frequently happens that some principals and teachers understand and agree at once on their mutual obligations and responsibilities, while others take a long time to reach an agreement and often do not come to an agreement at all. Getzels attempts to explain this phenomenon by examining the relationship of the perceptions of individuals to their social behavior within the organization.

Perception and Interpersonal Behavior

Expounding the transactional approach to perception, Ittelson and Cantril state that, "Perceiving refers to the process by which a particular person, from his particular behavioral center, attributes significances to his immediate environmental situation" (18, p. 26). The personal behavioral center is basically what Sherif and Cantril refer to by the term "frame of reference." They state that "it is

simply used to denote the functionally related factors (present and past) which operate at the moment to determine the particular properties of a psychological phenomenon" (29, p. 101).

Ittelson and Cantril emphasize that the perceiver "creates for himself his own psychological environment by attributing certain aspects of his experience to an environment which he believes exists independent of the experience" (18, p. 2). Perception, then, is externally oriented, that is, there are objects, persons, and events which the perceiver believes are external to him and which possess for themselves the characteristics he sees in them. It is clear also that perception is part of an individual experience. It can be concluded, therefore, that the perceptual process is influenced by factors in the perceiver and factors in the experienced world. Krech and Crutchfield have classified these two main determinants of perception as structural factors and functional factors (19, pp. 81-83).

Structural factors refer to the extra-organismic factors which derive solely from the nature of the physical stimuli or the environment. Bruner suggests that "Even in the estimation of magnitude, judgemental processes reflect the social conventions that establish values for various elements in the environment" (7, p. 12). Bartley points out the influence of other people on the perceptual process (5, p. 386), a view which is supported by Costello and Zalkind who refer to recent research which points to the conclusion that the process of interpersonal perception is also a function of the group context in which the perception occurs (9, p. 48). The studies of Asch (15, p. 5), Bovard (15, p. 5), and Sherif (15, p. 8) indicate that a

person's perceptions will tend toward a group norm even at the expense of compromising his private opinions. Other structural factors such as cultural mores, sanctions, and physical structure are all contributors to the individual's frame of reference. With reference to Getzels' model, these structural factors correspond to the nomothetic dimension which may act upon the idiographic dimension to influence perception.

The functional factors are "those which derive primarily from the needs, moods, past experiences, and memory of the individual" (19, p. 82). This set of factors correspond to the idiographic dimension of Getzels' model. An experiment by Zillig illustrates the effect of values, needs and emotions on social perception (19, p. 105). A group of children who were popular with the student audience were trained to make deliberate mistakes in calisthenics exercises, and a group who were generally disliked by the audience were trained to perform the exercises perfectly. At the end of the performance the audience had "seen" the disliked group as having made more mistakes.

Krech and Crutchfield are careful to emphasize that, just as in most psychological processes, these two sets of factors do not operate alone, but rather they operate in interaction. Many determinants of perception which are classed as personal in nature, have arisen out of the interaction of the personal with the extra-organismic stimuli.

Selective interpersonal perception. Getzels feels that many problems which occur within a social system are the result of inaccuracies in the perceptions of the individuals within the system. To explain why these inaccuracies occur he introduces the concept of

selective interpersonal perception, which he explains as follows:

In a sense we may conceive of the publicly prescribed normative relationships of two complementary role incumbents--the prescribed interaction as set forth in, say, a table of organization--as being inacted in two separate private situations, one embedded in the other. On the one hand, there is the prescribed relationships as perceived idiosyncratically and organized by the one role incumbent in terms of his own needs, dispositions, and goals; on the other hand, there is the same prescribed relationships as perceived idiosyncratically and organized by the other role incumbent in terms of his needs, dispositions, and goals. These private situations are related through those aspects of the existential public objects, symbols, values, and expectations, which has to some extent a counterpart in the perceptions of both individuals. (13, pp. 155-156)

According to Getzels, the functioning of the administrative process is largely dependent on the degree of overlap in the perceptions of the subordinate-superordinate role incumbents.

In summary, the nature of the principal-teacher interaction is such that the differences in perception which would occur as a result of the uniqueness of each individual are further accentuated by the differences in the situational factors which impinge upon each role incumbent. As has been suggested, if the perceptions of these two groups differ, so also will their behavior.

Organizational Climate

The concept of organizational climate is relatively new to the literature on organization, but much of what the concept involves has received quite a lot of attention. Cornell defines organizational climate as:

. . .A delicate blending of interpretations (or perceptions as the social psychologists would call it) by persons in the organization of their jobs or roles in relationship to others and their interpretation of the roles of others in the organization. (8, p. 222)

Argyris suggests that organizational behavior results from the complex patterns of interaction of three systems of variables: formal organizational variables, personality variables, and informal variables. From this interaction is formed a new and discrete level of analysis which tends toward maintaining itself. This homeostatic state is referred to as the "organizational climate" (3). Brown refers to the idea of cathexes to define organizational climate. A cathexis is the degree of affective significance that one object, idea, or person bears on another. He concludes that "organizational climate refers to the cathetic patterns giving identity to the sub-groups and interpersonal relations in a living organization" (6, p. 66).

Halpin and Croft define organizational climate only by analogy as the "personality" of a school (17). Miklos attempts to clarify this analogy by examining the concept of personality and applying certain of its aspects to the concept of organizational climate (22). He notes that, as a construct, personality enables us to define differences in individuals and that there is a tendency for each individual to develop fairly consistent patterns of behavior. Similarly, organizations are different in the patterns of interactions obtaining within them and they, too, tend toward fairly stable states whereby their internal relationships and processes remain fairly constant and predictable. This is the same steady or homeostatic state which Argyris has termed the climate of the organization.

The concept of organizational climate is defined operationally by the instrument developed by Halpin and Croft (17). The authors point out that for practical purposes they limited their study to only one

component of the organizational climate--the social interaction between the principal and the teachers. They refer to this as the "social component" of the organizational climate. However, Andrews points out that the instrument does not adequately deal with the social component generally, since it excludes the social interactions among groups and individuals in the school setting other than the principal and the teachers (2, p. 318).

The OCDQ subtests. Through various statistical procedures, Halpin and Croft were able to identify eight dimensions of the principal-teacher interaction, and these dimensions are described by the eight corresponding subtests of the OCDQ. Four of these dimensions describe the behavior of teachers and four describe the behavior of the principal. The dimensions with some typical items describing behavior in each of these categories are as follows:

Teachers' Behavior

Disengagement indicates the extent to which the teachers are really behaving as a group--the extent to which they work well together or gripe and bicker among themselves. Typical items are: (a) The mannerisms of teachers at this school are annoying; (b) Teachers ramble when they talk in faculty meetings.

Hindrance refers to the extent to which teachers feel burdened with routine duties and other things which they look upon as busy work. Typical items are: (a) Routine duties interfere with the job of teaching; (b) Student progress reports require too much work.

Esprit indicates the extent to which teachers' social needs and task achievement needs are being met. Typical items are: (a) The morale of teachers is high; (b) In faculty meetings there is a feeling of let's get things done.

Intimacy refers to the extent to which teachers enjoy friendly social relations with each other. Typical items in the subtest are: (a) Teachers' closest friends are other faculty members at this school; (b) Teachers talk about their personal life to other faculty members.

Principal's Behavior

Aloofness refers to the degree to which the behavior of the principal is formal and impersonal. Typical items are: (a) Faculty meetings are organized according to a tight agenda; (b) The rules set by the principal are never questioned.

Production Emphasis refers to the degree to which the principal is directive and task oriented--how closely he supervises the staff. Typical items are: (a) The principal makes all class scheduling decisions; (b) The principal insures that teachers work to their full capacity.

Thrust refers to the degree to which the principal attempts to motivate teachers by the example which he personally sets. Typical items in the subtest are: (a) The principal goes out of his way to help teachers; (b) The principal sets an example by working hard himself.

Consideration refers to the extent to which the principal treats teachers with warmth--does extra things for them. Typical items are:

(a) The principal helps teachers solve personal problems; (b) The principal does favors for teachers.

Organizational climate profiles. Using factor analytic procedures Halpin and Croft arrived at six different prototypes which can be viewed as descriptions of six "Organizational Climates" each with a specified set of eight subtest scores. The profiles were ranked on a continuum ranging from Open to Closed, the rankings roughly paralleling the scores on the Esprit subtest whose loadings become increasingly smaller from the Open to the Closed climates. The authors also identified three factors which further aid in distinguishing among the six kinds of climates. These factors are:

1. Authenticity: The "authenticity, or "openness" of the leader's and the group members' behavior.
2. Satisfaction: The group members' attainment of conjoint satisfaction in respect to task accomplishment and social needs.
3. Leadership Initiation: The latitude within which the group members, as well as the leader, can initiate leadership acts.

The climate profiles, described largely in terms of these three factors are as follows:

The Open Climate - describes an energetic and lively organization which is moving toward its goals at the same time as it provides satisfaction of group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. There appears to be no great preoccupation with either task-achievement or social need satisfaction for these emerge easily and readily without undue emphasis or strain. The main characteristic of this climate is the authenticity or genuineness of behavior of all people in the organization.

The Autonomous Climate - refers to an organization in which leadership acts emerge primarily from the group and in which the leader exerts little control over group members. Satisfaction from social-needs satisfaction may be slightly higher than from task-achievement although the latter is also present. Authenticity of behavior is still high.

The Controlled Climate - is best characterized as highly impersonal and task-oriented. The group's behavior is directed primarily toward task-accomplishment and little emphasis is given to behavior directed at social-needs satisfaction. There is some lack of authenticity due to the disproportionate preoccupation with task achievement.

The Familiar Climate - is highly personal but under-controlled. The members of the organization satisfy social needs but pay relatively little attention to task accomplishment. Whatever leadership acts emerge are likely to be from the staff and are not likely to be in connection with task achievement.

The Paternal Climate - describes a school in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of the acts himself. Leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Little satisfaction is gained from either social or achievement needs.

The Closed Climate - describes a situation in which there is a high degree of apathy on the part of all members of the organization. There is no social-needs or task achievement needs satisfaction. The behavior of members of the organization is inauthentic and the organization is stagnant. (21)

The significance of organizational climate. The concept of organizational climate has significance for educational administration. Writers on organization, such as Argyris (4), have highlighted the importance of the complex relationships in organizations which often determine the effectiveness of the organization. Inquiry in this area has potential for increasing our knowledge and understanding of the nature of these relationships.

The present period of history is such that educational organizations, as all others, must be flexible and sensitive to the need for

change in order to survive. Knowledge of organizational climate may prove useful in facilitating a desirable rate of change. In fact, Brown suggests that "it is not possible to talk of organizational change without talking of organizational climate" (6, p. 65).

Miklos has suggested that the reason some schools are engaged in exciting and stimulating activities with respect to program development while others have difficulty even in keeping up with the routine demands, is that the climates of some schools are conducive to improvement of the instructional program, while those of other schools are antagonistic to such activities (23). This suggests that the level of program development in a school is also a function of the organizational climate.

Increased understanding of the relationships which exist among the variables in the school organization may suggest areas on which the school administrator should concentrate in seeking to improve the organization. Many of the variables which appear to affect organizational climate may be controlled and thus, control may be exercised on other factors in the school which may be influenced by the organizational climate.

Related Research

Research on perception in educational administration. The findings of a number of empirical studies suggest that the nature of the overlap in the perceptions of the participants in administrative interactions will determine whether or not the outcomes of these interactions are satisfying and effective.

From a study of the social psychology of administration, Guba

and Bidwell concluded that:

All aspects of staff relations dealt with in this study--satisfaction, confidence in leadership, and effectiveness on the job--seem closely related to the extent to which the perceptions, both of expectations and of behavior, held by principals and by teachers coincide. (16, p. 68)

These relationships may arise from conditions within the individual, such as personal expectations compared with personal perceptions, or they may involve the subordinate-superordinate relationships. Guba and Bidwell note that when conflicts arise in the subordinate-superordinate relationships, there is an excellent chance that staff relations will suffer and there will also be a lowering of effectiveness, satisfaction, and confidence.

Ferneau studied the interactions of consultants and superintendents in a school setting to determine the perceptions each had of the other's role. He found that, when both agreed on the expectations, the consultation was rated favorably; when they disagreed, the consultation was rated unfavorably (12).

Moyer compared the attitudes of principals and teachers to the leadership role of the principal. He concluded that teacher satisfaction was positively related to the congruence of expectations of both teachers and principals for the principal's leadership role (24). These findings emphasize the importance of congruence between the perceptions of principals and teachers if high teacher satisfaction is to be achieved.

Research related to organizational climate. Since the development of the OCDQ, a number of studies have been carried out seeking to

clarify the relationship between climate scores and such variables as characteristics of schools, principals, and teachers, the satisfaction of teachers, the perceived effectiveness of principals, and the achievement, attitudes, and morale of pupils.

One of the first studies using the OCDQ was done by Feldvebel (11). He investigated the possibility that organizational climate was a function of the socio-economic status of the school community, and that the output of the school, as measured by standardized achievement tests, was a function of the organizational climate as well as the socio-economic status of the school community. He found that there was no relationship between the global rating of climate and the socio-economic class of the community or the output of the school. However, three subtests of the OCDQ were significantly related to these two variables. Hindrance and Consideration were significantly associated with the social class of the community; Production Emphasis was negatively associated with pupil achievement and Consideration was positively associated.

Andrews reports on a number of studies designed to produce evidence as to the construct validity of the OCDQ (2). The sample was composed of 165 Alberta schools whose principals registered for a weekend clinic on school organizational climate. He concluded from the evidence of these studies that the overall climate categorizations may be considered as descriptions of commonly occurring patterns of principal-staff interaction, but, that generally, they do not predict anything that is not better predicted by the subtests. Some significant relationships between the subtests and other variables were identified. A strong

relationship was found between teacher satisfaction and climate and an even stronger relationship between teacher satisfaction and Esprit. The rated effectiveness of the principal related significantly and in the predicted fashion with all subtests except Aloofness. Teachers' rating of school effectiveness was positively correlated with Esprit and climate, and negatively with Disengagement. No significant relationship was found between climate and school achievement, and the only subtest which related significantly with achievement was Intimacy. This may suggest that teachers are motivated more by the group than by the leader.

Several other studies have been done at the University of Alberta involving the OCDQ. Plaxton examined the relationship between the personality of the principal as measured by the Myers-Briggs Type Indicator and the organizational climate of the school (26). No overall relationship was established between principal personality type and organizational climate. A number of relationships were established, however, between personality preferences and OCDQ scores, particularly those concerned with the behavior of the principal.

Schmidt related the OCDQ subtest scores to the twelve subtest scores of the LBDQ (28). He found a number of meaningful relationships between the two instruments but, surprisingly, there was a lack of relationship between the subtests both named Consideration which suggests a distortion of meaning in the naming of the factor involved.

A study by Ewasiuk was designed to determine if relationships exist between four dimensions of the principal's role perceptions and the OCDQ (10). The four dimensions of role perception were unrelated to

school climate and only weak negative relationships were found between the Status Dimension and Esprit, and between the Personal Dimension and Disengagement.

A study involving grade ten students in forty-seven Alberta schools was conducted by Pyra to determine the relationship between OCDQ subtests and student morale, attitudes, attendance, and drop-out rate (27). None of the subtests were significantly related to student morale, attendance, or drop-out rate. Production Emphasis and Thrust were significantly related to student rated school effectiveness and Production Emphasis was also related to teacher effectiveness and student rated teacher likability. It was also found that Thrust, Aloofness, and Esprit were correlated significantly with student rated principal effectiveness.

Lupini attempted to assess the extent to which the values of principals and teachers are related to organizational climate (20). Significant relationships were found to exist between congruence in values and the subtests of Aloofness and Production Emphasis. Lupini interpreted this to suggest that when two individuals or groups share common values, each is likely to perceive the behavior of the other as desirable, even though the behavior might not be generally acceptable. Significant relationships were also found between the values held by staff members in a school and its organizational climate.

Anderson conducted a study using a sample of eighty-one elementary schools in Minnesota to ascertain if any significant relationships existed between the organizational climate and certain personal variables of the schools' principals (1). It was found that principals in the more

open climate schools were more confident, self-secure, self-confident, cheerful, resourceful, and self-sufficient than principals in the more closed schools. Dimensions such as principal's age, sex, marital status, educational background, number of years of experience, and the number of teachers in the schools were independent of the openness of the schools' climates. One of the major concerns of the study was to determine if there was a difference in the principals' perceptions of the organizational climate dimensions in their schools and the perceptions of these dimensions held by the staffs of their schools. He found that there were significant differences in six of the eight dimensions. In addition, principals perceived the Disengagement and Hindrance of the staffs to be lower than the staff members perceived them; they perceived Esprit and Intimacy of the staffs to be higher than the staff members themselves perceived them; and they perceived their own Consideration and Production Emphasis to be higher than their staffs perceived them.

II. THEORETICAL FRAMEWORK

The school may be thought of as a social system involving interpersonal interactions among various groups and individuals. There exists a pattern of subordinate-superordinate relationships between the principal and his staff in which the behavior of both is determined by the personality factors in each, and also by the expectations that each holds for his role and his perceptions of the expectations which others hold for his role (13). The perceptions themselves are influenced by factors in the perceiver and by factors in the perceived situation

(19). It may be concluded, then, that the nature of the interpersonal perceptions in the social interactions ultimately determine the behavior of the participants in these interactions.

In a school situation the principal and the staff will perceive their social interactions differently. This is so because of the uniqueness of the personality of each, but is accentuated by differences in the situational factors of each. The principal's situation is different from that of the staff in that the expectations for his role are different, his peer group associations are different, and his relationships with the staff are different from their relationships with each other.

Empirical studies have shown that congruency in the perceptions of expectations and behavior of role incumbents is an important factor influencing the effectiveness of the organizational behavior and the satisfaction derived by the participants (12,16,24). If the perceptions of the principal and his staff differ, then the satisfaction of both, the effectiveness of the principal's behavior, and the effectiveness of the school in achieving its goals will be adversely affected.

The basic hypothesis of this study was that incongruency does exist between the perceptions that the principal has of the organizational climate of his school and the perceptions of this climate by the staff members. Also, it was hypothesized that relationships exist between the degree of congruence in the perceptions of the organizational climate held by the principal and the staff and certain variables in the schools. Since these variables were not specifically identified in the theoretical framework, a number of hypotheses of an exploratory nature were proposed in an attempt to identify what these variables

might be.

III. HYPOTHESES

The sub-problems listed in Chapter I focus on specific relationships to be investigated. These sub-problems are restated here as null hypotheses.

Hypotheses Concerning Differences in the Perceptions of the Organizational Climates by Principals and Staffs

1. There are no significant differences between the principals' perceptions of the organizational climates in their schools and the perceptions of the organizational climates by the staffs of their schools.
2. There are no significant relationships between the principals' perceptions of the organizational climate dimensions in their schools and the perceptions of these dimensions held by the staffs of their schools.
3. There are no significant differences between the similarity scores on the four subtests of the OCDQ describing the teachers' behavior and the similarity scores on the subtests describing the principal's behavior.

Hypotheses Concerning Relationships Between the Similarity Scores and Staff Variables

4. There are no significant relationships between the three types of similarity scores and the mean rating of school effectiveness by the principal and the teachers.

5. There are no significant relationships between the three types of similarity scores and the mean rating of teacher satisfaction.

6. There are no significant relationships between the three types of similarity scores and the mean rating by the teachers of their principal's effectiveness.

Hypotheses Concerning Relationships Between the Similarity Scores and School Characteristics

7. There are no significant relationships between the three types of similarity scores and the size of the school.

8. There are no significant relationships between the three types of similarity scores and the grade level in the school.

Hypotheses Concerning Relationships Between the Similarity Scores and Characteristics of the Principal

9. There are no significant relationships between the similarity scores on the four subtests of the OCDQ describing the teachers' behavior and the mean staff's scores on each of the subtests describing the principal's behavior.

10. There are no significant relationships between the three types of similarity scores and the total number of years of teaching experience possessed by the principal.

11. There are no significant relationships between the three types of similarity scores and the amount of experience the principal possesses as a principal.

12. There are no significant relationships between the three types of similarity scores and the length of tenure of the principal in

his present position.

13. There are no significant relationships between the three types of similarity scores and the amount of training possessed by the principal.

14. There are no significant relationships between the three types of similarity scores and the amount of graduate work the principal has done in educational administration.

IV. SUMMARY OF CHAPTER II

The social systems theory presented by Getzels and Guba and the literature on interpersonal perception were used to provide a basis for describing the nature of the social interactions between the principal and the teachers in the school situation. This led to the hypothesis that the perceptions of these interactions held by principals and by members of the teaching staffs will be different. A number of these social interactions can be described by the use of the OCDQ, an instrument which presents the perceptions of these interactions by principals and by members of the teaching staffs in terms of eight dimensions which can then be used to derive global categorizations of the organizational climates of the schools. Research relating to organizational climate and to interpersonal perception in educational administration has been presented which helps substantiate the usefulness of the OCDQ and indicates the relationship of congruence in perceptions to the satisfaction of participants in organizational interactions and their rating of the effectiveness of these interactions.

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CHAPTER III

INSTRUMENTATION AND METHODOLOGY

This chapter provides descriptions of the instruments used in the collection of the data, details of how the data were collected, and an outline of the methodology employed in the study.

I. INSTRUMENTATION

Two instruments were used in collecting the data used in this study. The first was the Organizational Climate Description Questionnaire and the second was the Principal's Questionnaire. Included in the Appendix is a copy of the OCDQ and Parts A and B of the Principal's Questionnaire.

The Organizational Climate Description Questionnaire

This instrument consists of sixty-four Likert-type items which have been assigned to eight subtests which were delineated by factor-analytic methods. Four of these subtests describe the characteristics of the teachers as a group in terms of Disengagement, Hindrance, Esprit, and Intimacy; four describe the principal's behavior in terms of Aloofness, Production Emphasis, Thrust, and Consideration. These eight dimensions have been described and typical items included in Chapter II.

The respondent indicates to what extent the behavior described by each item characterizes his school. Responses to the items are marked on a four-level scale: Rarely occurs, Sometimes occurs, Often

occurs, and Very frequently occurs. The values assigned to these responses are six, seven, eight, and nine respectively, though certain designated items have these values reversed.¹ To compute each respondent's score for the eight subtests, the mean of the item scores for each subtest is computed. The mean and standard deviation for each subtest (summing across all respondents) is computed and the raw scores are converted into standard scores with a mean of fifty and a standard deviation of ten. To compute the school's subtest scores, the mean score for all respondents in that school on each subtest is calculated.

From the eight subtest scores for a school, a profile is constructed which depicts its organizational climate. A profile-similarity score is computed which allows numerical determination of the extent to which the school profile approximates each of the six prototypic profiles which were developed from factor analysis of the profiles of seventy-one elementary schools.² The profile-similarity score is obtained by computing the sum of the absolute differences between each subtest score in a school's profile and the corresponding score in each of the six prototypic profiles. A low sum indicates that the two profiles are highly similar, whereas a large sum indicates that the two profiles are dissimilar. The climate classification for the school is determined by finding the lowest profile-similarity score and assigning to the school the climate whose prototypic profile produces this low

¹Table XXXVI in the Appendix shows the composition of the subtests and the application of score values to the items.

²Table XXXVII in the Appendix contains the prototypic profile values for the subtests.

score.

Halpin and Croft subjected the eight subtest dimensions of the OCDQ to tests of internal consistency and equivalence in three different ways: the split-half coefficient corrected by the Spearman-Brown formula; correlation between the scores of odd-numbered and even-numbered respondents in each school; and the test score commonalities that were computed from the three-factor rotational solution for the eight subtests. The authors conclude that their estimates of dependability of subtest scores seem satisfactory, at least for their exploratory research purposes (2, pp. 48-49).

The Andrews study referred to in the preceding chapter reports on the construct validity of the OCDQ. From the results of the study Andrews concludes that:

The subtests of the Organizational Climate Description Questionnaire provide reasonably valid measures of important aspects of leadership of the school principal in a perspective of interaction with his staff. Moreover, the OCDQ appears to be as valid for other kinds of schools as it is for elementary schools. (1, p. 37)

In addition to the sixty-four items constituting the eight subtests, the printed form of the OCDQ used in this study included an appended questionnaire consisting of eleven items designed to provide information regarding the size and types of schools taking part in the study, biographical information on teachers and principals, and ratings of school effectiveness, teacher satisfaction, and of principal effectiveness.

The Principal's Questionnaire

The Principal's Questionnaire was prepared for use in the 1965

CSA Clinic on Organizational Climate.³ The principals' responses to Parts A and B only of the questionnaire were used in this study. Part A describes the school characteristics of size, grade range, and the number of teachers with less than one full year of teaching in the school. Part B describes administrative characteristics including the amount of time spent for administration and supervision, and the training and experience of the principal.

II. METHODOLOGY

The Samples

There were 183 principals, 1,704 teachers, and 185 schools participating in the 1965 CSA Clinic on Organizational Climate. Participation by the principals was entirely voluntary, but involvement of a principal automatically required all or part of his staff to participate. The participating schools were located in all parts of Alberta and included elementary schools, junior high schools, senior high schools, and various combinations of these types of schools.

This study included only those schools whose principals' responses to the OCDQ could be identified. Item seventy-three of the questionnaire appended to the OCDQ requested the principal of the school to check the item and omit the next two items. For twenty-two schools this was not done and these schools were excluded from the study. The

³This clinic was sponsored by the Department of Educational Administration of the University of Alberta and the Council on School Administration of the Alberta Teachers' Association. It was held in Edmonton on March 20, 1965, and in Calgary on March 27, 1965. Directors of the clinic were Dr. E. Miklos and Mr. F. Senger.

sample then consisted of 163 principals, 1,365 teachers, and 163 schools. These samples are more fully described in the next chapter.

Collection of Data

All data used in this study were collected in conjunction with the 1965 CSA Clinic on Organizational Climate already referred to. After the principal had registered for the clinic, a package containing ten copies of the OCDQ, one copy of the Principal's Questionnaire, and the necessary instructions were sent to him. The principal was required to remove from the package and complete one OCDQ and the Principal's Questionnaire. He was then to choose a responsible member of his staff to act as coordinator and turn over to him the other nine questionnaires and the instructions which were included. The coordinator and eight other teachers chosen at random by him completed the remaining copies of the OCDQ. In schools where there were ten or fewer teachers all participated. Upon completing the OCDQ, the respondent placed it in the envelope provided and sealed it. Only the name of the school was written on the envelope so that anonymity of the respondents was assured. Teachers were not to consult with each other before or during the completion of the questionnaire, and they were given as much time as they required to complete it. The coordinator then collected all sealed envelopes, including the one from the principal, and mailed them to the director of the clinic.

Treatment of the Data

The hypotheses tested in this study were presented in the previous chapter. Prerequisite to the testing of these hypotheses was the

computation of the organizational climate subtest scores and the type of climate as perceived by the principal of each school and also as perceived by the teaching staff of the school. These computations were obtained by the use of an appropriate computer program.

The statistical treatments employed in testing the fourteen null hypotheses included use of computer programs to perform "t" tests, Pearson product-moment correlations, and analysis of variance. The specific statistical treatments applied in the testing of each hypothesis will be outlined in more detail in Chapter V.

III. SUMMARY OF CHAPTER III

Two instruments were used to collect the data used in this study. The OCDQ was used to determine the perceptions held by principals and by members of the teaching staffs of various aspects of their social interactions in the school setting. The questionnaire appended to the OCDQ provided information concerning school size and grade level, biographical and professional characteristics of the respondents, and ratings of school effectiveness, teacher satisfaction, and principal effectiveness. Further information of this nature was provided by Parts A and B of the Principal's Questionnaire. All of the data concerning the 163 principals, 1,365 teachers, and 163 schools were collected in conjunction with the 1965 CSA Clinic on Organizational Climate. In addition to the use of a computer program to determine the type of organizational climate and the subtest scores as perceived by the samples of principals and staff members, statistical treatments of the data included "t" tests, Pearson product-moment correlations, and analysis of variance.

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CHAPTER IV

DESCRIPTION OF THE SAMPLES

The purpose of this chapter is to give a more complete description of the samples used in the study. There are, essentially, three samples involved. First, there is a sample of 163 principals who responded to both the Principal's Questionnaire and the OCDQ. Second, there are 163 schools administered by these principals. Finally, there are 1,365 teachers who responded to the OCDQ. The descriptions concern such characteristics as sex, age, training, experience, and tenure of the principals and the teachers, and the size and grade level of the schools. These data were obtained from Parts A and B of the Principal's Questionnaire and from items sixty-five to seventy-one of the OCDQ.

The samples selected for use in this study are accidental samples chosen because of their accessibility. It cannot be assumed, therefore, that the samples are truly representative of larger populations. However, where possible, corresponding data for the total population of Alberta teachers will be presented to show the similarities and dissimilarities between this sample and the larger population. No attempt will be made to test statistically the representativeness of these samples.

I. THE PRINCIPALS

There were 185 principals who participated in the 1965 CSA Clinic on Organizational Climate. However, only 163 responses to the

OCDQ could be identified as being those of principals who also responded to the Principal's Questionnaire. Therefore, this description is concerned with 163 principals.

Table I shows the distribution by sex of the principals who responded to the Principal's Questionnaire and the OCDQ. This shows that the great majority, 93.21 per cent of the sample, were male, while only 6.79 per cent were female. This distribution is slightly higher for males than the distribution of the principal population in Alberta schools having nine or more teachers in 1958, as reported by Ledgerwood (1, p. 48). At that time 88.7 per cent of the principal population was male.

The distribution by age of the principals is presented in Table II. Only one principal was under twenty-four years of age. The largest number of principals were in the age range from twenty-five to thirty-nine years with nearly half of them in the range from thirty-five to forty-nine. Only 3.70 per cent of the principals were sixty years or over.

The mode for years of training of the principals used in this study was four years. The percentage of principals having more than four years of training was 54.94, while only 11.11 per cent had less than four years of training. The complete data for this sample are presented in Table III.

The data of Table IV show that more than half of the principals in this sample had done no graduate work in educational administration. Only 8.12 per cent of the principals held a graduate degree in educational administration.

TABLE I
DISTRIBUTION OF PRINCIPALS BY SEX

Sex	Number of Principals	Per Cent
Male	151	93.21
Female	11	6.79
Total	162 ^a	100.00

^aOne principal did not respond to this item.

TABLE II
DISTRIBUTION OF PRINCIPALS BY AGE

Age in Years	Number of Principals	Per Cent
Under 24	1	0.62
25 - 29	17	10.49
30 - 34	18	11.11
35 - 39	29	17.90
40 - 44	25	15.43
45 - 49	26	16.05
50 - 54	21	12.96
55 - 59	19	11.73
60 and over	6	3.70
Total	162 ^a	99.99

^aOne principal did not respond to this item.

TABLE III
DISTRIBUTION OF PRINCIPALS BY YEARS OF TRAINING

Years of Training	Number of Principals	Per Cent
1	3	1.85
2	6	3.70
3	9	5.56
4	55	33.72
5	36	22.22
6	53	32.72
Total	162 ^a	100.00

^aOne principal did not respond to this item.

TABLE IV
DISTRIBUTION OF PRINCIPALS BY AMOUNT OF GRADUATE WORK DONE
IN EDUCATIONAL ADMINISTRATION

Amount of Graduate Work	Number of Principals	Per Cent
No graduate university courses in administration	82	51.25
Some courses in administration	65	40.63
Hold a graduate degree in educational administration	13	8.12
Total	160 ^a	100.00

^aThree principals did not respond to this item.

Table V presents the distribution of principals by total experience as teacher and principal. In this sample only 3.75 per cent of the principals had four years or less experience, while the median was 16.3. Although this median is much higher than for the sample of teachers, it is lower than for the population of principals in Alberta schools having nine or more teachers in 1958 when the median was 21.2 years (1, p. 25).

More than 60 per cent of the principals in this sample had less than ten years of experience as principals. Over 14 per cent were in their first year as principals, while a smaller proportion, 10.49 per cent, had twenty-one years or more in the principalship. The median years of experience as principal was 7.7. Complete data are given in Table VI.

Table VII shows that nearly two-thirds of the principals in the sample were in their present schools for six years or less. Almost 20 per cent were spending their first year in the school. Approximately the same proportion had been in their present schools for more than ten years.

The data of Table VIII show that a majority of the principals had occupied their present positions in the schools for four years or less. The largest group, 28.40 per cent, were in their first year in that position, while only 9.25 per cent had been in their positions for more than ten years when the data were collected.

TABLE V
DISTRIBUTION OF PRINCIPALS BY TOTAL YEARS OF EXPERIENCE AS
PRINCIPAL AND TEACHER

Years of Experience as Principal and Teacher	Number of Principals	Per Cent
4 or less	6	3.75
5 - 8	20	12.50
9 - 12	20	12.50
13 - 16	36	22.50
17 - 20	22	13.75
21 - 23	11	6.88
24 - 27	8	5.00
28 - 31	13	8.12
32 or more	24	15.00
Total	160 ^a	100.00

^aThree principals did not respond to this item.

TABLE VI
DISTRIBUTION OF PRINCIPALS BY EXPERIENCE AS PRINCIPAL

Years of Experience as Principal	Number of Principals	Per Cent
1	23	14.20
2 - 3	19	11.73
4 - 6	27	16.67
7 - 9	29	17.90
10 - 12	25	15.43
13 - 15	12	7.41
16 - 18	4	2.47
19 - 20	6	3.70
21 or more	17	10.49
Total	162 ^a	100.00

^aOne principal did not respond to this item.

TABLE VII
DISTRIBUTION OF PRINCIPALS BY LENGTH OF TENURE IN PRESENT SCHOOL

Length of Tenure in Present School	Number of Principals	Per Cent
1 year	31	19.01
2 years	22	13.50
3 or 4 years	26	15.95
5 or 6 years	29	17.79
7 or 8 years	14	8.59
9 or 10 years	8	4.91
11 to 15 years	16	9.82
16 to 20 years	12	7.36
21 years or more	5	3.07
Total	163	100.00

TABLE VIII
DISTRIBUTION OF PRINCIPALS BY LENGTH OF TENURE AS PRINCIPAL
IN PRESENT SCHOOL

Length of Tenure as Principal in Present School	Number of Principals	Per Cent
1 year	46	28.40
2 years	23	14.20
3 or 4 years	35	21.60
5 or 6 years	23	14.20
7 or 8 years	14	8.64
9 or 10 years	6	3.70
11 to 15 years	7	4.32
16 to 20 years	6	3.70
21 years or more	2	1.23
Total	162 ^a	99.99

^aOne principal did not respond to this item.

II. THE TEACHERS

Table IX presents the distribution of teachers by sex and reveals that 66.59 per cent of the teachers in this sample were female. The data from a monograph published by the Alberta Teachers' Association (2, p. 7) show that, of the total Alberta teaching force in 1964-65, 63.81 per cent were female. The present sample, therefore, does not deviate markedly from the provincial distribution of teachers by sex.

An examination of Table X shows that the category including those under twenty-four years of age contained the largest proportion of teachers. In general, there appears to be more teachers in the younger age groups than in the older age groups. The median age of teachers in this sample was 35.8 years as compared with a median age of 37.5 years for the total Alberta teaching force in 1964-65 (2, p. 7).

The distribution by years of training of the teachers is given in Table XI. More than half of the sample possessed two years or less training. The median years of training for the teachers in this sample was two years, while for the total Alberta teaching force in 1964-65 (2, p. 15) the median was 2.9 years. This difference may be partially accounted for by the fact that for this sample data were not requested for any fraction of a year's training which teachers may have had.

Of the teachers included in this sample more than half of them had ten years or less of teaching experience. The median years of teaching experience was 9.2. This compares favorably with the median for the total Alberta teaching force in 1964-65 which was 9.4 years (2, p. 25). Complete data for this sample are given in Table XII.

TABLE IX
DISTRIBUTION OF TEACHERS BY SEX

Sex	Number of Teachers	Per Cent
Male	450	33.41
Female	897	66.59
Total	1,347 ^a	100.00

^aEighteen teachers did not respond to this item.

TABLE X
DISTRIBUTION OF TEACHERS BY AGE

Age in Years	Number of Teachers	Per Cent
Under 24	281	20.66
25 - 29	220	16.18
30 - 34	138	10.15
35 - 39	153	11.25
40 - 44	147	10.81
45 - 49	123	9.04
50 - 54	156	11.47
55 - 59	89	6.54
60 and over	53	3.90
Total	1,360 ^a	100.00

^a Five teachers did not respond to this item.

TABLE XI
DISTRIBUTION OF TEACHERS BY YEARS OF TRAINING

Years of Training	Number of Teachers	Per Cent
1	414	30.51
2	341	25.13
3	146	10.76
4	292	21.52
5	108	7.96
6	56	4.12
Total	1,357 ^a	100.00

^aEight teachers did not respond to this item.

TABLE XII
DISTRIBUTION OF TEACHERS BY TOTAL YEARS OF TEACHING EXPERIENCE

Years of Teaching Experience	Number of Teachers	Per Cent
4 or less	118	8.66
5 - 8	111	8.15
9 - 12	184	13.51
13 - 16	147	10.79
17 - 20	90	6.61
21 - 23	91	6.68
24 - 27	235	17.25
28 - 31	183	13.44
32 or more	203	14.90
Total	1,362 ^a	99.99

^aThree teachers did not respond to this item.

An examination of Table XIII reveals that 30.51 per cent of the teachers in this sample were spending their first year in the school. Of the Alberta teaching force in 1964-65, the per cent who had taught with the same board during the previous year was 75.10. This means that 24.90 per cent were spending their first year with the board. Considering that some transfers occur from one school to another within a system administered by the same board, it is quite probable that the percentage of teachers in this sample who were spending their first year in the school very closely approximated that for the province as a whole.

III. THE SCHOOLS

The schools included in this study represent both public and separate schools, in urban and rural areas, and they range in size from four to fifty or more teachers and include a variety of grade combinations. Thirty-nine per cent of the schools were located in the cities of Edmonton and Calgary, while the remainder were located in various smaller cities, towns, and villages in all major geographical areas of Alberta.

Table XIV shows the distribution of schools by the number of teachers engaged by them. The largest frequency, consisting of 28.83 per cent, is found in the category which includes schools with ten to fourteen teachers. There were only three schools having fewer than five teachers and only five having forty or more teachers. The group of schools with fourteen or fewer teachers may be considered to be small schools and they constitute 39.36 per cent of the sample. Medium-sized

TABLE XIII
DISTRIBUTION OF TEACHERS BY LENGTH OF
TENURE IN PRESENT SCHOOL

Length of Tenure in Present School	Number of Teachers	Per Cent
1 year	415	30.51
2 years	265	19.49
3 or 4 years	237	17.43
5 or 6 years	155	11.40
7 or 8 years	105	7.72
9 or 10 years	73	5.37
11 to 15 years	75	5.51
16 to 20 years	22	1.62
21 years or more	13	0.95
Total	1,360 ^a	100.00

^aFive teachers did not respond to this item.

TABLE XIV
DISTRIBUTION OF SCHOOLS BY NUMBER OF TEACHERS

Number of Teachers	Number of Schools	Per Cent
Fewer than 5	3	1.84
5 - 9	14	8.59
10 - 14	47	28.83
15 - 19	37	22.70
20 - 24	22	13.50
25 - 29	21	12.88
30 - 39	14	8.59
40 - 49	2	1.23
50 or more	3	1.84
Total	163	100.00

schools are considered those having from fifteen to twenty-four teachers and this group represents 36.20 per cent of the sample. The large schools, with twenty-five or more teachers make up 24.54 per cent of the present sample.

Table XV indicates the wide variety of grade combinations in the schools included in the sample. The largest category contained elementary schools including grades one to six. This group constitutes 31.29 per cent of the sample. Schools enrolling grades one to eight or one to nine may be labeled elementary-junior high schools and they comprise 25.15 per cent. The group of schools including grades one to eleven or one to twelve are considered to be combined schools and they represent 18.40 per cent of the sample. Finally, the group of schools including some combination of grades from seven to twelve may be thought of as secondary schools and make up 23.31 per cent of the present sample.

IV. SUMMARY OF CHAPTER IV

The majority of principals comprising the sample used in this study were males, from thirty-five to fifty-four years of age, in possession of four or more years of training but with little or no graduate work in educational administration, in possession of from five to twenty years of teaching experience, and relatively new to the principalship and to the positions they held when the data were collected.

The majority of the sample of teachers were female, less than forty years of age, in possession of two years or less of training and ten years or less of teaching experience, and relatively new to the positions they held when the data were collected. The teachers in this

TABLE XV
DISTRIBUTION OF SCHOOLS BY GRADES INCLUDED

Grades Included	Number of Schools	Per Cent
1 - 6	51	31.29
1 - 8	12	7.36
1 - 9	29	17.79
1 - 11	1	0.61
1 - 12	29	17.79
7 - 9	13	7.98
7 - 12	10	6.13
9 - 12	5	3.07
10 - 12	13	6.13
Total	163	98.15

sample were not markedly different from the total Alberta teaching force in 1964-65 when compared on the characteristics presented.

The schools participating in this study ranged in size from fewer than five to fifty or more teachers and included a variety of grade combinations and ranges from one to twelve.

REFERENCES FOR CHAPTER IV

1. Ledgerwood, C. Douglas. "Some Personal and Professional Characteristics of Alberta School Principals, 1958." Unpublished Master's thesis, University of Alberta, Edmonton, 1963.
2. Sillito, M. T. and D. B. Black. The Alberta Teaching Force, 1964. Research Monograph Number 10. Edmonton: The Alberta Teachers' Association, 1965.

CHAPTER V

ANALYSIS OF DATA

This chapter presents a comprehensive analysis of the data concerning the null hypotheses proposed in this study. The first section is concerned with the derivation and distribution of the similarity scores which were extensively used in the testing of the hypotheses. The second section reports on the testing of the fourteen null hypotheses and includes the sources of the data, the procedures used in testing the hypotheses, the outcome of each testing, and a discussion of the results. The final section presents a summary of the analyses described and discussed in this chapter.

I. DESCRIPTIVE STATISTICS

This study was concerned with comparing the perceptions held by principals and members of the teaching staffs of the organizational climates of their schools. Comparisons of these perceptions were made by the use of the overall climate categories and also by the use of the OCDQ subtests. In addition an attempt was made to obtain a measure of comparison across all or a number of the subtests which would not suffer from a loss of data as is the case with the profile-match procedure used in determining the type of climate for a particular school. The measure of comparison used was the similarity score, which was computed by summing the absolute differences between the principal's scores on any or all of the OCDQ subtests and the mean staff's scores on these same

subtests.

Since these similarity scores are difference scores, the question arises as to their reliability. Ferguson (2, p. 286) suggests that when the correlation between two variables is reasonably high, the variance of differences may be error variance. Pearson product-moment correlation coefficients computed between the principals' scores and the mean staffs' scores on each of the OCDQ subtests revealed that, although on seven of the eight subtests significant correlation coefficients were obtained, the highest coefficient was .337 which is not especially high. It may be assumed, therefore, that the use of difference scores in this instance is justified.

Since the eight subtests of the OCDQ can naturally be divided into two groups--one including subtests describing the teachers' behavior and the other including subtests describing the principal's behavior--it was decided to compute three similarity scores. One similarity score is a measure of the congruence between the principal's and the staff's perceptions on the four subtests describing the teachers' behavior. The second similarity score is a measure of the congruence between the principal's and the staff's perceptions on the four subtests describing the principal's behavior. Finally, the total similarity score is a measure of the congruence between the principal's and the staff's perceptions on all eight subtests. Since these measures of congruence are much used in the later analysis of the data the distributions of these similarity scores are presented here.

Table XVI shows the distribution of the similarity scores on the OCDQ subtests describing the teachers' behavior. Table XVII presents the

TABLE XVI

FREQUENCY DISTRIBUTION OF SIMILARITY SCORES ON SUBTESTS
DESCRIBING TEACHERS' BEHAVIOR

Similarity Scores on Subtests Describing Teachers' Behavior	Frequency
3.000 - 3.999	4
2.000 - 2.999	27
1.000 - 1.999	80
0.000 - 0.999	52
Total	163
Mean	1.420
Median	1.272

TABLE XVII
FREQUENCY DISTRIBUTION OF SIMILARITY SCORES ON SUBTESTS
DESCRIBING PRINCIPAL'S BEHAVIOR

Similarity Scores on Subtests Describing Principal's Behavior	Frequency
3.000 - 3.999	7
2.000 - 2.999	21
1.000 - 1.999	93
0.000 - 0.999	42
Total	163
Mean	1.440
Median	1.255

distribution of the similarity scores on the subtests describing the principal's behavior. In each case the lowest possible score is zero which could occur only if all respondents for a school were in complete agreement in their perceptions of the subtest dimensions. The highest possible similarity score is twelve. This is so because the scoring of the items on the OCDQ is from six to nine, a range of three which is also the possible range in subtest scores and on four subtests makes for a possible difference of twelve. Such a similarity score is only possible in schools where the staff respondents are in complete agreement in their perceptions with all scores at one extreme of the scoring range and they are in turn in complete disagreement with the perceptions of the principal whose scores are at the other extreme of the scoring range. The distributions of these similarity scores show that in both cases the mode is the interval between 1.000 and 1.999 and the scores tend to cluster in the lower intervals.

The distribution of the total similarity scores is presented in Table XVIII. The lowest possible score in this case is zero, while the highest is twenty-four. The mode is the interval between 2.000 and 2.999 which includes fifty-nine of the schools. In this distribution the scores appear to approach more closely the normal curve than was so in the other two distributions.

TABLE XVIII
FREQUENCY DISTRIBUTION OF TOTAL SIMILARITY SCORES

Total Similarity Scores	Frequency
6.000 - 6.999	4
5.000 - 5.999	5
4.000 - 4.999	15
3.000 - 3.999	42
2.000 - 2.999	59
1.000 - 1.999	37
0.000 - 0.999	1
Total	163
Mean	2.860
Median	2.695

II. TESTING THE HYPOTHESES

Hypotheses Concerning Differences in the Perceptions of the Organizational Climates by Principals and Staffs

Hypothesis Number One. The first hypothesis stated that there are no significant differences between the principals' perceptions of the organizational climates in their schools and the perceptions of the organizational climates by the staffs of their schools.

The responses of both principals and their staffs to the OCDQ were used to test this hypothesis. The principal's perception of the school climate and the perception of this climate by the staff were determined by the profile-match procedure outlined in Chapter III. This then made possible a comparison of the perceptions of the principal and the staff in each of the 163 schools used in the study. The distribution of these climate perceptions is presented in Table XIX. An examination of this table reveals that in fifty-six schools, or 34.36 per cent of the sample, the principals and their staffs were in complete agreement in their perceptions of the climates. This means that in 65.64 per cent of the schools there was some measure of incongruence in perceptions. It is of interest to note that in more than half of the schools the incongruence was such that the perceptions of the principals and their staffs differed by more than two climate classifications. It might also be noted that in nine schools, or 5.52 per cent, the perceptions of the principals and their staffs were at opposing ends of the Open-Closed continuum.

To test whether the differences in the perceptions of the

TABLE XIX

FREQUENCY DISTRIBUTION OF ORGANIZATIONAL CLIMATES BASED ON
PERCEPTIONS OF PRINCIPALS AND THEIR STAFFS

Principal's Perception	Staff Perceptions						Total
	Open	Autonomous	Controlled	Familiar	Paternal	Closed	
Open	15	3	7	2	3	5	35
Autonomous	3	7	1	4	1	0	16
Controlled	12	3	13	2	2	6	38
Familiar	2	2	2	2	1	7	16
Paternal	1	2	5	0	1	6	15
Closed	4	6	7	4	4	18	43
Total	37	23	35	14	12	42	163

^aChi square for the above table with Yates correction for continuity = 40.14; .05 > p > .02.

Chi square for the data in 3 x 3 table = 17.43; .01 > p > .001

Chi square for the data in 2 x 2 table = 14.90; p < .001.

organizational climates by the principals and their staffs were statistically significant a chi square test of independence was used. A chi square value of 40.14, with a probability between the .05 and the .02 level of significance, was calculated on the data as presented in Table XIX. A partial combination of the frequencies into a 3 x 3 contingency table yielded a chi square of 17.43, with the probability falling between the .01 and the .001 level of significance. When the frequencies were completely collapsed into a 2 x 2 table, the value of chi square was 14.90, with the probability falling below the .001 level of significance. These findings provide sufficient grounds to support the rejection of the null hypothesis of no significant differences between the perceptions of the organizational climates of their schools held by principals and their staffs, whether these climates are treated as discrete classifications or are combined into larger groups.

Hypothesis Number Two. This hypothesis stated that there are no significant relationships between the principals' perceptions of the organizational climate dimensions in their schools and the perceptions of these dimensions held by the staffs of their schools.

The data used in testing this hypothesis were obtained from the responses of principals and teachers to the OCDQ. For each subtest the raw scores were used based on scores of nine for a response of "very frequently occurs" to a score of six for a response of "rarely occurs." The principal's score on each subtest was determined by calculating the mean of the item scores for the subtest. The staff's score on each subtest was determined by computing the mean of the subtest scores for all

teacher respondents in the school.

To determine the relationship of the principals' scores on each subtest to the mean staffs' scores on these subtests Pearson product-moment correlation coefficients were computed. Table XX shows these correlation coefficients. Seven of the eight coefficients were significantly different from zero, with six of them significant at the .01 level. Only on the Intimacy subtest was the correlation coefficient not significant. Although these significant relationships appear, it should be noted that the coefficients are not especially high, the highest being .337 on Aloofness which accounts for only 11.36 per cent of the variance on one score which is predictable from the other.

As a further test of this hypothesis it was rephrased to state that there are no significant differences between the principals' perceptions of the organizational climate dimensions of their schools and the perceptions of these dimensions held by the staffs of their schools. Use was made of "t" tests for the significance of differences in means. One of the assumptions underlying the use of "t" tests is that the variances in each group are equal. To test for this equality of variance F tests were used. If the hypothesis of equal variance was rejected, the Welch approximation of "t" was used instead of Fisher's "t". To correct for inequality of variance the Welch formula makes an adjustment in the degrees of freedom (2, p. 143). The F tests which were applied revealed that the variances in the two samples were significantly different on all subtests so that the Welch approximation of "t" was used in each instance.

TABLE XX
CORRELATIONS BETWEEN PRINCIPALS' SCORES AND
MEAN STAFFS' SCORES ON OCDQ SUBTESTS
(N=163)

Principals' Perceptions	Staffs' Perceptions							
	Dis	Hin	Esp	Int	Al	PE	Th	Con
Disengagement	<u>.310^a</u>	.021	-.079	.128	.027	.055	-.061	.125
Hindrance		<u>.303</u>	-.019	.109	-.042	.027	-.107	-.074
Esprit			<u>.331</u>	-.017	<u>-.184</u>	.048	<u>.180</u>	-.068
Intimacy				.035	.019	-.020	.046	-.012
Aloofness					<u>.337</u>	.055	-.019	-.013
Production Emphasis						<u>.239</u>	.094	.054
Thrust							<u>.221</u>	.062
Consideration								<u>.166</u>

^aSingle underlining denotes significance at the .05 level and double underlining, significance at the .01 level.

Table XXI presents the results of the tests of significance of the differences between the total staffs' mean scores and the principals' mean scores on the OCDQ subtests. On seven of the eight subtests there appeared significant differences in the mean scores. Only on the subtest Thrust was there not a significant difference. This suggests that, in general, the principals and their staffs were in agreement in their perceptions of the extent to which the principal attempts to motivate teachers by the example which he personally sets. Five of the "t" values were significant at a probability level less than .001 which means that the probability of such differences occurring by chance is less than one in one thousand.

An examination of the mean scores for both groups on each subtest shows some trends in the direction of the differences. Principals perceived the Disengagement and Hindrance of the staffs to be lower than the staffs perceived them. They perceived the Esprit and Intimacy of the staffs to be higher than the staff members themselves perceived them. In addition the principals perceived their own Aloofness to be lower than did their staffs and they perceived their own Production Emphasis and Consideration to be higher than did their staffs. An examination of the descriptions of the dimensions of social interaction in a school, which the OCDQ subtests purport to measure, makes it very difficult to resist evaluating them. Because this is so, it might be fair to say that the principals used in this study tended to perceive the overall patterns of social interactions between themselves and their staffs more favorably than did the staffs. The principals' underrating

TABLE XXI

TESTS OF SIGNIFICANCE OF THE DIFFERENCES IN TOTAL STAFFS' MEAN
SCORES AND PRINCIPALS' MEAN SCORES ON OCDQ SUBTESTS
(N=163)

OCDQ Subtests	<u>Staff</u>		<u>Principals</u>		Value of "t" ^a	Degrees of Freedom ^b	Level of Significance
	Mean	S.D.	Mean	S.D.			
Disengagement	6.54	0.21	6.46	0.29	3.05	296	.003
Hindrance	6.91	0.29	6.70	0.40	5.47	294	p < .001
Esprit	7.96	0.26	8.19	0.41	6.12	271	p < .001
Intimacy	7.19	0.21	7.47	0.41	7.85	243	p < .001
Alloofness	7.18	0.20	7.09	0.30	3.42	279	p < .001
Production Emphasis	7.16	0.30	7.26	0.40	2.57	304	.01
Thrust	8.03	0.34	8.04	0.41	0.23	315	NS
Consideration	7.08	0.29	7.28	0.55	3.98	246	p < .001

^aValues of "t" are Welch approximations.

^bDegrees of freedom are adjusted by Welch formula.

of the degree of Disengagement, Hindrance, and Aloofness perceived by the staffs suggests that the principals may not be sensitive to behavior which may provoke such perceptions by the staffs. Their rating of the staffs' Esprit and Intimacy and of their own Production Emphasis and Consideration more favorably than did the staffs might also indicate a lack of awareness of what the staffs perceive as reality. In brief, neither principals nor staffs appeared to be very sensitive to each other's perceptions.

The null hypothesis that there are no significant relationships between the principals' perceptions of the organizational climate dimensions and the perceptions of these dimensions held by the staffs of their schools is accepted for Intimacy and rejected for the other seven dimensions. When the hypothesis is rephrased to state that there are no significant differences between the principals' perceptions of these dimensions and the perceptions held by the staffs, the hypothesis is accepted for Thrust and rejected for the other seven dimensions.

Hypothesis Number Three. The third hypothesis stated that there are no significant differences between the similarity scores on the four subtests of the OCDQ describing the teachers' behavior and the similarity scores on the four subtests describing the principal's behavior.

To test this hypothesis the "t" test was used to determine if the difference between the mean similarity score on the subtests describing teachers' behavior and the mean similarity score on the subtests describing principal's behavior was significant. The mean of the similarity scores on subtests describing teachers' behavior was 1.42 and for the

similarity scores on subtests describing principal's behavior the mean was 1.44. The calculated value of "t" was .461. With 162 degrees of freedom a value of "t" equal to or greater than 1.975 is required for significance at the .05 level. Therefore, the obtained "t" is not significant and the null hypothesis is accepted. This indicates that the nature of the behavior described by the groups of subtests, whether it be teachers' behavior or principal's behavior, does not appear to be a factor in determining whether the perceptions of this behavior held by principals and their staffs will or will not be congruent.

Hypotheses Concerning Relationships Between the Similarity Scores and Staff Variables

Hypothesis Number Four. Hypothesis number four stated that there are no significant relationships between each type of similarity score and the mean rating of school effectiveness.

The data concerning the rating of school effectiveness were obtained from all responses to item seventy-two of the questionnaire appended to the OCDQ. Teachers were asked to respond to the question "Compared with other schools known to you, how good a job do you judge your school does in educating the students who come to it?" Possible responses were on a six-point scale ranging from "outstanding" to "very poor." The scoring was from one for "outstanding" to six for "very poor" so that a low score indicated a high rating and a high score indicated a low rating. The rating of effectiveness for a particular school was the mean rating score obtained by the respondents for that school. For all schools in the sample the mean rating of school effectiveness was 2.47 and the standard deviation was 0.40.

The null hypothesis was tested by computing Pearson product-moment correlation coefficients between the mean rating of school effectiveness and each type of similarity score. Table XXII presents these correlation coefficients. None of the coefficients presented are significantly different from zero so that no evidence exists to support the rejection of the null hypothesis that no relationships exist between the similarity scores and the mean rating of school effectiveness.

As an extension of the hypothesis testing already described, it was thought desirable to dichotomize the schools on the basis of the direction of the relationship of the principal's scores on the subtests of the OCDQ to the staff's scores on these subtests and test for the significance of differences in the mean ratings of school effectiveness. The mean rating of school effectiveness in schools where the principal's score on each subtest was higher than the mean staff's score was compared with the mean rating of school effectiveness in schools where the principal's score was lower than the staff's score. Table XXIII reports the results of the "t" tests which were used. None of the differences in means were significant at the .05 level and thus, further support is added to the acceptance of the null hypothesis.

Hypothesis Number Five. This hypothesis stated that there are no significant relationships between the three types of similarity scores and the mean rating of teacher satisfaction.

The rating of teacher satisfaction was determined from the responses to a single question contained in the questionnaire appended

TABLE XXII
CORRELATIONS BETWEEN THREE TYPES OF SIMILARITY SCORES
AND RATINGS OF SCHOOL EFFECTIVENESS
(N=163)

Type of Similarity Score	r	Level of Significance
Similarity scores on subtests describing teachers' behavior	.036	NS
Similarity scores on subtests describing principal's behavior	-.033	NS
Total similarity scores	.002	NS

TABLE XXIII

TESTS OF SIGNIFICANCE OF THE DIFFERENCES IN MEAN RATINGS OF SCHOOL EFFECTIVENESS WHEN SCHOOLS ARE DICHOTIMIZED ON THE BASIS OF THE RELATIONSHIP OF PRINCIPALS' SCORES TO MEAN STAFFS' SCORES ON OCDQ SUBTESTS
(N=163)

Relationship of Principal's Scores to Mean Staff's Scores	N	Mean Rating of School Effec- tiveness	Value of "t"	Level of Significance
Above staff on Dis	108	2.483		
Below staff on Dis	55	2.431	0.776	NS
Above staff on Hin	115	2.478		
Below staff on Hin	48	2.435	0.606	NS
Above staff on Esp	42	2.471		
Below staff on Esp	121	2.463	0.113	NS
Above staff on Int	45	2.434		
Below staff on Int	118	2.477	0.598	NS
Above staff on Al	100	2.437		
Below staff on Al	63	2.511	1.139	NS
Above staff on PE	63	2.473		
Below staff on PE	100	2.460	0.203	NS
Above staff on Th	78	2.449		
Below staff on Th	85	2.480	0.478	NS
Above staff on Con	64	2.410		
Below staff on Con	99	2.501	1.417	NS

to the OCDQ. Teachers were required to respond to the question "How well satisfied are you with all aspects of your teaching situation in your present school?" Responses were on a six-point scale ranging from "enthusiastic," which was given a score of one, to "very dissatisfied," which was given a score of six. The mean rating of teacher satisfaction for any school was the mean score of all teacher respondents from that school. For all schools in the sample the mean rating of teacher satisfaction was 2.35 and the standard deviation was 0.53.

To test this hypothesis Pearson product-moment correlation coefficients were calculated between the mean teacher satisfaction and each type of similarity score. These correlation coefficients are reported in Table XXIV. All three coefficients are significantly different from zero, the first two at the .05 level of significance and the third at the .01 level. These relationships indicate that a high degree of congruence on the groups of subtests as well as across all subtests is associated with high rating of teacher satisfaction.

As an extension of this hypothesis testing, the schools were again dichotimized on the basis of the direction of the relationship of the principal's scores to the mean staff's scores on the OCDQ subtests. Tests of significance were used to determine if the differences in the mean rating of teacher satisfaction in each group were significant. The essential results of the "t" tests used appear in Table XXV. Three of the "t" values were significantly different from zero. In schools where the principal's scores on the Hindrance subtest were higher than the mean staff's scores, the mean rating of teacher satisfaction was higher than in schools where the opposite was the case. The "t" value

TABLE XXIV
CORRELATIONS BETWEEN THREE TYPES OF SIMILARITY SCORES
AND RATINGS OF TEACHER SATISFACTION
(N=163)

Type of Similarity Score	r	Level of Significance ^a
Similarity scores on subtests describing teachers' behavior	.179	.05
Similarity scores on subtests describing principal's behavior	.196	.05
Total similarity scores	.227	.01

^aA value of .154 is required for significance at the .05 level and a value of .202 for significance at the .01 level.

TABLE XXV

TESTS OF SIGNIFICANCE OF THE DIFFERENCES IN MEAN RATINGS OF
TEACHER SATISFACTION WHEN SCHOOLS ARE DICHOTOMIZED
ON THE BASIS OF THE RELATIONSHIP OF PRINCIPALS'
SCORES TO MEAN STAFFS' SCORES ON OCDQ SUBTESTS
(N=163)

Relationship of Principal's Scores to Mean Staff's Scores	N	Mean Rating of Teacher Satisfaction	Value of "t"	Level of Signi- ficance
Above staff on Dis	108	2.372		
Below staff on Dis	55	2.319	0.611	NS
Above staff on Hin	115	2.425		
Below staff on Hin	48	2.186	2.671	.01
Above staff on Esp	42	2.334		
Below staff on Esp	121	2.362	0.294	NS
Above staff on Int	45	2.271		
Below staff on Int	118	2.386	1.244	NS
Above staff on Al	100	2.358		
Below staff on Al	63	2.348	0.113	NS
Above staff on PE	63	2.389		
Below staff on PE	100	2.332	0.668	NS
Above staff on Th	78	2.222		
Below staff on Th	85	2.476	3.131	.01
Above staff on Con	64	2.247		
Below staff on Con	99	2.424	2.094	.05

was significant at the .01 level. This suggests that in schools where the principal perceives the Hindrance among the staff to be higher than they themselves perceive it, the teachers express greater satisfaction. In such schools the principal appears to be more sensitive to behavior expressing teacher dissatisfaction with burdensome and routine busy work, and this greater sensitivity to such behavior seems to be associated with teacher satisfaction.

On the Thrust subtest an even higher "t" value was obtained which was also significant at the .01 level of significance. When the principal perceived his own attempts to motivate teachers by the example which he personally sets to be less extreme than such perceptions by the staff, the teachers indicated a greater degree of satisfaction. This is understandable since teachers would naturally be more satisfied in a situation where they perceived the principal's behavior to be such that he ". . . goes out of his way to help teachers," and he ". . . sets an example by working hard himself," while at the same time he is rather unassuming about such behavior and does not rate it as highly as do the teachers.

Finally, the mean rating of teacher satisfaction in schools where the principal's score on Consideration was higher than the mean staff's score was significantly different at the .05 level from those schools where the principal's score was lower than the mean staff's score. Teachers expressed greater satisfaction in schools where the principal rated his own Consideration to be lower than the staff rated it. An explanation similar to that proposed for the previous finding suggests that when teachers rate the principal as exhibiting a degree

of considerate behavior which he himself does not perceive to be so high, not only may they be satisfied because of the consideration itself, but also because of the unpretentious attitude of the principal toward his behavior.

In summary, the evidence presented supports the rejection of the null hypothesis that no relationships exist between the similarity scores and mean rating of teacher satisfaction and further, there is evidence to suggest that teacher satisfaction is related to the direction of the difference between the principal's scores and the mean staff's scores on the subtests of Hindrance, Thrust, and Consideration.

Hypothesis Number Six. The sixth hypothesis stated that there are no significant relationships between each type of similarity score and the mean rating by the teachers of their principal's effectiveness.

Item seventy-five of the questionnaire appended to the OCDQ asked the teacher respondents to answer the question "How effective do you consider your principal to be in performing all the various functions which he should perform?" Responses were on a six-point scale ranging from "outstanding" to "very poor," with a rating of "outstanding" receiving a score of one, while a rating of "very poor" received a score of six. The rating of effectiveness for each principal was the mean rating score of the teachers on his staff who responded to the question. For all principals in the sample the mean was 2.31 and the standard deviation was 0.63.

As in the testing of the two previous hypotheses, Pearson product-moment correlation coefficients were computed. These correlation

coefficients are shown in Table XXVI. All three coefficients are significantly different from zero, two at the .05 level and one at the .01 level. This evidence indicates that the higher the degree of congruence between the perceptions of principals and their staffs on each of the two groups of subtests as well as on all subtests, the higher was the teachers' rating of their principals' effectiveness. It should be noted, however, that these relationships are not high since only 4.3 per cent of the variance in the rating of principal effectiveness is predictable from the total similarity score, and the per cent which is predictable from each of the other two similarity scores is even less.

An extension of the testing of this hypothesis again dichotomized the schools on the basis of the relationship of the principal's scores to the mean staff's scores on the OCDQ subtests. Use was made of "t" tests to determine if the differences in the mean rating of principal effectiveness by the two groups were significant. The results of these tests are shown in Table XXVII. The differences in means for the subtests of Hindrance, Thrust, and Consideration are all significant at the .01 level. As with the results for the corresponding analysis for the previous hypothesis, the schools in which the principal scored higher than the staff on Hindrance and lower than the staff on Thrust and Consideration were associated with higher rating by the teachers of their principal's effectiveness. The explanation for this phenomenon which was proposed in the discussion of the findings for the previous hypothesis appears to be appropriate in this instance also. It seems that when the principal is sensitive to behavior which provokes staff perception of Hindrance to the extent that he over-estimates the

TABLE XXVI

CORRELATIONS BETWEEN THREE TYPES OF SIMILARITY SCORES
AND RATINGS OF PRINCIPALS' EFFECTIVENESS
(N=163)

Type of Similarity Score	r	Level of Significance ^a
Similarity scores on subtests describing teachers' behavior	.164	.05
Similarity scores on subtests describing principal's behavior	.181	.05
Total similarity scores	.208	.01

^aA value of .154 is required for significance at the .05 level and a value of .202 for significance at the .01 level.

TABLE XXVII

TESTS OF SIGNIFICANCE OF THE DIFFERENCES IN MEAN RATINGS OF
 PRINCIPALS' EFFECTIVENESS WHEN SCHOOLS ARE DICHOTIMIZED
 ON THE BASIS OF THE RELATIONSHIP OF PRINCIPALS'
 SCORES TO MEAN STAFFS' SCORES ON OCDQ SUBTESTS
 (N=163)

Relationship of Principal's Scores to Mean Staff's Scores	N	Mean Rating of Principals' Effectiveness	Value of "t"	Level of Signi- ficance
Above staff on Dis	108	2.345		
Below staff on Dis	55	2.238	1.017	NS
Above staff on Hin	115	2.400		
Below staff on Hin	48	2.091	2.893	.01
Above staff on Esp	42	2.213		
Below staff on Esp	121	2.343	1.140	NS
Above staff on Int	45	2.226		
Below staff on Int	118	2.341	1.029	NS
Above staff on Al	100	2.321		
Below staff on Al	63	2.290	0.300	NS
Above staff on PE	63	2.314		
Below staff on PE	100	2.306	0.079	NS
Above staff on Th	78	2.080		
Below staff on Th	85	2.519	4.665	.01
Above staff on Con	64	2.127		
Below staff on Con	99	2.427	3.015	.01

existence of such behavior when compared with the staff's perception of it, then the teachers perceive him as being concerned for their welfare and rate him as being more effective than they would otherwise. Also, in situations where the principal rates his own Thrust and Consideration lower than does his staff, the staff rating of this behavior on the part of the principal is enhanced and they tend to rate his effectiveness more highly.

The null hypothesis that there are no significant relationships between the three types of similarity scores and the mean rating by the teachers of their principal's effectiveness is rejected in full. Furthermore, the rating of the principal's effectiveness is also related to the direction of the relationship of the principal's scores to the mean staff's scores on the subtests of Hindrance, Thrust, and Consideration.

Hypotheses Concerning Relationships Between the Similarity Scores and School Characteristics

Hypothesis Number Seven. This hypothesis stated that there are no significant relationships between the three types of similarity scores and the size of the school.

The distribution of the schools by size was reclassified into three groups. Schools with four to fourteen teachers were classified as small schools. Those having fifteen to twenty-four teachers were considered to be medium-sized schools, and those having twenty-five or more teachers were classified as large schools.

To determine if the means for each type of similarity score were

different for the three classifications of schools, analysis of variance was used. The essential results of this analysis are presented in Table XXVIII. The differences in means are not large and the F ratios for all three types of similarity scores are not significant at the .05 level. It is interesting to note, though, that the means for each type of similarity score increase as the school size increases. This suggests that as the size of the school increases there is a tendency for greater incongruence to exist between the principal's and the staff's perceptions of the various dimensions of their social interactions in the school. An examination of the variances for each type of similarity score also reveals that for all three types the greatest spread of similarity scores appears in large schools, while for similarity scores on subtests describing teachers' behavior and the total similarity scores there is least spread in medium-sized schools.

Although certain trends are evident, on the basis of these results the null hypothesis that no significant relationships exist between the three types of similarity scores and the school size is accepted.

Hypothesis Number Eight. The eighth hypothesis stated that there are no significant relationships between the three types of similarity scores and the type of school.

The nine classifications of schools as obtained from the Principal's Questionnaire were reclassified into four types. There were fifty-one elementary schools containing grades one to six. Forty-one of the schools were elementary-junior high schools containing grades

TABLE XXVIII

ANALYSIS OF VARIANCE FOR EACH TYPE OF SIMILARITY SCORE BY SIZE OF SCHOOL

Size of School	N	Means			Total Similarity Scores
		Similarity Scores on Subtests Describing Teachers' Behavior	Similarity Scores on Subtests Describing Principal's Behavior		
Small schools 4-14 teachers	64	1.380	1.328		2.709
Medium-sized schools 15-24 teachers	59	1.420	1.477		2.898
Large schools 25 or more teachers	40	1.479	1.577		3.056
Variances		0.518	0.395		1.285
		0.296	0.407		0.798
		0.540	0.562		1.685
F Ratios		0.263	1.816		1.252

one to eight or one to nine. Combined schools, containing grades one to eleven or one to twelve, represented thirty of the schools included, and forty-one of the schools were secondary schools which contained some combination of grades from seven to twelve.

Analysis of variance was used to determine if the differences between the means for the four types of schools on each of the three types of similarity scores were significant. Table XXIX, which shows the results of this analysis, indicates that the F ratios for all three types of similarity scores do not reach significance at the .05 level. The only F ratio which approaches the value of 3.06 which is required for significance at the .05 level is that for the similarity scores on the subtests describing teachers' behavior.

On the basis of the evidence presented, there is no justification for rejecting the null hypothesis that there are no significant relationships between the three types of similarity scores and the type of school.

Hypotheses Concerning Relationships Between the Similarity Scores and Characteristics of the Principal

Hypothesis Number Nine. This hypothesis stated that there are no significant relationships between the similarity scores on the four subtests describing the teachers' behavior and the mean staff's scores on each of the subtests describing the principal's behavior.

To test this hypothesis Pearson product-moment correlation coefficients were computed between the similarity scores on the subtests describing teachers' behavior and the mean staff's scores on each of the

TABLE XXIX

ANALYSIS OF VARIANCE FOR EACH TYPE OF SIMILARITY SCORE BY TYPE OF SCHOOL
(N=163)

Size of School	N	Means		
		Similarity Scores on Subtests Describing Teachers' Behavior	Similarity Scores on Subtests Describing Principal's Behavior	Total Similarity Scores
Elementary schools	51	1.467	1.512	2.978
Elem.-Jr. High schools	41	1.249	1.363	2.612
Combined schools	30	1.295	1.371	2.666
Secondary schools	41	1.621	1.492	3.112
Variances		0.450	0.495	1.204
		0.411	0.341	1.080
		0.300	0.347	0.723
		0.493	0.562	1.597
F Ratios		2.639	0.551	1.920

subtests describing the principal's behavior. These correlation coefficients are reported in Table XXX. Only one of the four coefficients is significant at the .05 level. A significant negative relationship exists between the staffs' perceptions of Thrust and the similarity scores on the subtests describing teachers' behavior. This relationship is in the expected direction since, an increase in the similarity score denotes an increase in the degree of incongruence between the perceptions of principals and their staffs whereas, an increase in the Thrust score indicates a more favorable view of the principal's behavior being described by this subtest. The relationship which appears suggests that there is an association between a high rating by the teachers of the principal's behavior intended to motivate the staff by his personal example and a greater degree of congruence between the perceptions of the principal and his staff of the teachers' behavior described by the subtests of Disengagement, Hindrance, Esprit, and Intimacy. The only other relationship which approaches significance at the .05 level is for the subtest Consideration which, although it is a weak relationship, is also in the expected direction.

Null hypothesis number nine is accepted, in part, for the subtests Aloofness, Production Emphasis, and Consideration but is rejected for Thrust where a significant relationship was found to exist with the similarity scores on the subtests describing teachers' behavior.

Hypothesis Number Ten. The tenth hypothesis stated that there are no significant relationships between the three types of similarity scores and the total years of teaching experience possessed by the

TABLE XXX

CORRELATIONS BETWEEN SIMILARITY SCORES ON OCDQ SUBTESTS
 DESCRIBING TEACHERS' BEHAVIOR AND EACH OF THE
 SUBTESTS DESCRIBING PRINCIPAL'S BEHAVIOR
 (N=163)

Subtests Describing Principal's Behavior	r	Level of Significance ^a
Aloofness	-0.011	NS
Production Emphasis	0.069	NS
Thrust	-0.194	.05
Consideration	-0.121	NS

^aA value of .154 is required for significance at the .05 level.

principal.

The total years of teaching experience included not only the number of years the principal served as a teacher but also the number of years served as a principal. The nine classifications of principals used in the Principal's Questionnaire were regrouped to give four classifications. The first group with eight years or less total teaching experience consisted of twenty-six principals. The second group, consisting of fifty-six principals, had from nine to sixteen years of total teaching experience. The next group of thirty-three principals had from seventeen to twenty-three years of total teaching experience, while the fourth group, consisting of forty-five principals, had twenty-four or more years of total teaching experience.

Analysis of variance was used to determine if the differences between means for the four groups of principals on each of the three types of similarity scores were significant. The results of this analysis of variance are presented in Table XXXI. All F ratios are not significant at the .05 level of significance, and there is no justification for concluding that the means for each type of similarity score are significantly different for the four groups of principals. Therefore, the null hypothesis that no significant relationships exist between each type of similarity score and the total teaching experience of the principal is accepted.

Hypothesis Number Eleven. Hypothesis eleven stated that there are no significant relationships between the three types of similarity scores and the amount of experience the principal possesses as a

TABLE XXXI

ANALYSIS OF VARIANCE FOR EACH TYPE OF SIMILARITY SCORE BY PRINCIPAL'S
TOTAL EXPERIENCE AS TEACHER AND PRINCIPAL
(N=163)

Total Experience	N	Means		
		Similarity Scores on Subtests Describing Teachers' Behavior	Similarity Scores on Subtests Describing Principal's Behavior	Total Similarity Scores
8 years or less	26	1.384	1.448	2.832
9 - 16 years	56	1.467	1.432	2.898
17 - 23 years	33	1.354	1.341	2.695
24 years or more	45	1.453	1.534	2.987
Variances		0.449	0.297	1.041
		0.483	0.529	1.272
		0.236	0.341	0.641
		0.536	0.522	1.665
F Ratios		0.252	0.528	0.457

principal.

The nine classifications of principals by years of experience in the principalship were again reclassified, this time into three groups. Forty-two principals had three years or less of experience as principals. The second group, consisting of fifty-six principals, had from four to nine years of experience in the principalship, while sixty-four principals had ten years or more of experience as principals.

Table XXXII contains the analysis of variance for each group of principals on the three types of similarity scores. None of the F ratios reach the value required for significance at the .05 level, and the differences in means are not sufficiently great to conclude that the three groups of principals are not randomly drawn from the same population. The null hypothesis that there are no significant relationships between the three types of similarity scores and the amount of experience the principal possesses as a principal is accepted.

Hypothesis Number Twelve. This hypothesis stated that there are no significant relationships between the three types of similarity scores and the length of tenure of the principal in his present position.

Data concerning the length of tenure of the principal in his present position were obtained from the Principal's Questionnaire. The one hundred and sixty-two principals for whom data were available were classified into four groups. Forty-six principals were in their first year in the positions they held at the time the data were collected. Forty-eight had from two to four years in their present positions. The

TABLE XXXII

ANALYSIS OF VARIANCE FOR EACH TYPE OF SIMILARITY SCORE
BY EXPERIENCE IN THE PRINCIPALSHIP
(N=163)

Length of Experience	N	Means		
		Similarity Scores on Subtests Describing Teachers' Behavior	Similarity Scores on Subtests Describing Principal's Behavior	Total Similarity Scores
3 years or less	42	1.325	1.431	2.755
4 - 9 years	56	1.550	1.444	2.994
10 years or more	64	1.375	1.438	2.813
Variances		0.429	0.465	1.063
		0.444	0.351	1.100
		0.433	0.524	1.436
F Ratios		1.649	0.005	0.646

third group, consisting of thirty-seven principals, had been in their present positions for five to eight years, while twenty-one had spent nine years or more in their present positions.

Analysis of variance was used to determine if the differences in means for the three groups of principals on each of the three types of similarity scores were significant. Table XXXIII shows the essential results of this analysis. All of the F ratios fail to reach the value required for significance at the .05 level. These results do not warrant the rejection of the null hypothesis that there are no significant relationships between the three types of similarity scores and the length of tenure of the principal in his present position.

Hypothesis Number Thirteen. The thirteenth hypothesis stated that there are no significant relationships between the three types of similarity scores and the amount of training possessed by the principal.

The data from the Principal's Questionnaire concerning the years of training possessed by the principal were used in the testing of this hypothesis. Principals who had from one to three years of training were classified as one group. Those who had four, five, or six years of training formed the other three groups.

To determine if the differences between the means on each type of similarity score were significant for each group of principals, use was again made of analysis of variance. The results of this analysis are contained in Table XXXIV. The values of F for the similarity scores on subtests describing teachers' behavior and for the total similarity scores are not significant. The F ratio for the similarity scores on

TABLE XXXIII

ANALYSIS OF VARIANCE FOR EACH TYPE OF SIMILARITY SCORE BY
LENGTH OF TENURE OF PRINCIPAL IN PRESENT POSITION
(N=163)

Length of Tenure	N	Means			Total Similarity Scores
		Similarity Scores on Subtests Describing Teachers' Behavior	Similarity Scores on Subtests Describing Principal's Behavior		
1 year	46	1.378	1.434		2.812
2 - 4 years	58	1.502	1.426		2.927
5 - 8 years	37	1.439	1.527		2.966
9 years or more	21	1.272	1.326		2.598
Variances		0.384	0.464		1.074
		0.502	0.342		1.204
		0.448	0.510		1.378
		0.371	0.579		1.298
F Ratios		0.698	0.412		0.593

TABLE XXXIV

ANALYSIS OF VARIANCE FOR EACH TYPE OF SIMILARITY SCORE BY
YEARS OF TRAINING OF THE PRINCIPAL
(N=163)

Years of Training	N	Means		
		Similarity Scores on Subtests Describing Teachers' Behavior	Similarity Scores on Subtests Describing Principal's Behavior	Total Similarity Scores
1 - 3	18	1.268	1.185	2.453
4	55	1.398	1.464	2.862
5	36	1.363	1.281	2.644
6	53	1.541	1.604	3.146
Variances		0.307	0.180	0.767
		0.445	0.468	1.196
		0.394	0.301	0.848
		0.501	0.555	1.521
F Ratios		0.997	2.693 ^a	2.481

^aSignificant at the .05 level.

subtests describing principal's behavior is significant at the .05 level.

The Newman-Keuls test (4, pp. 80-104) was used to test for the significance of the differences between all pairs of means for the similarity scores on subtests describing principal's behavior. This makes it possible to determine where the significant differences in means occurred and thus, to determine what significant trends existed. The Newman-Keuls test revealed that the means for schools whose principals possessed from one to three years of training and those whose principals possessed six years of training were significantly different at the .05 level. The other pairs of means were not significantly different. This indicates that the principals who possessed six years of training were associated with schools where there was more incongruence between the perceptions of principals and their staffs on the dimensions of the organizational climate concerned with the behavior of the principal than was the case in schools where the principals had from one to three years of training. In fact, there appeared to be somewhat of a trend (reversed for the schools whose principals had four and five years of training) for the degree of incongruence in the perceptions of principals and their staffs to increase as the years of training of the principal increased.

On the basis of this analysis the null hypothesis that there are no significant relationships between the three types of similarity scores and the amount of training possessed by the principal is accepted for the similarity scores on subtests describing teachers' behavior and the total similarity scores, but rejected for the similarity scores on

subtests describing the principal's behavior.

Hypothesis Number Fourteen. This hypothesis stated that there are no significant relationships between the three types of similarity scores and the amount of graduate work the principal has done in educational administration.

The one hundred and sixty principals for whom these data were available were classified into two groups. Eighty-two principals had done no graduate work in educational administration, while seventy-eight, including thirteen principals with graduate degrees in educational administration, had completed some work in the field.

Analysis of variance was used to determine if the differences between these two groups of principals on the three types of similarity scores were significant. Table XXXV reports the results of this analysis. The F ratio for the similarity scores on the subtests describing teachers' behavior is not significant at the .05 level. For the similarity scores on the subtests describing the principal's behavior and the total similarity scores the means for the two groups of principals are significantly different at the .05 level. An examination of these results indicates that in schools where the principal had some graduate training in educational administration there appeared to be a greater degree of incongruence between the perceptions of the principal and the staff on the climate dimensions concerned with the principal's behavior, as well as on all eight dimensions taken together, than was the case in schools where the principal had no such training. It is possible that teachers in a school whose principal has had some graduate

TABLE XXXV

ANALYSIS OF VARIANCE FOR EACH TYPE OF SIMILARITY SCORE BY AMOUNT OF
GRADUATE WORK PRINCIPAL HAS DONE IN EDUCATIONAL ADMINISTRATION
(N=163)

Amount of Graduate Work Done in Educational Administration	N	Means		
		Similarity Scores on Subtests Describing Teachers' Behavior	Similarity Scores on Subtests Describing Principal's Behavior	Total Similarity Scores
No graduate work	82	1.349	1.333	2.682
Some graduate work (including degree holders)	78	1.508	1.548	3.056
Variances		0.376 0.507	0.363 0.522	1.044 1.365
F Ratios		2.266	4.135 ^a	4.592 ^a
t Ratios		1.505	2.033	2.143

^aSignificant at the .05 level.

training in educational administration have higher expectations for the behavior of such a principal, and these higher expectations become evident in their assessment of such behavior and thus, accentuate the differences in the perceptions of the principal and his staff. It might also be reasoned that, in schools whose principals have some graduate training in educational administration, the teachers tend to exclude the principal from the more social interactions because his level of training is generally higher than theirs and thus, he is unable to perceive the social interactions as the teachers perceive them.

The null hypothesis that there are no significant relationships between the three types of similarity scores and the amount of graduate work the principal has done in educational administration is accepted for the similarity scores on the subtests describing the teachers' behavior and rejected for the other two types of similarity scores.

Further Analysis

Since so few significant relationships were found between the characteristics of schools and of principals and the similarity scores, the question arose as to whether two or more characteristics taken together would be more efficient in predicting the total similarity scores. To explore this further, multiple regression analysis was used for the prediction of total similarity scores from the characteristics of schools and of principals which had been used in the earlier analyses. The multiple regression indicated that the amount of graduate work the principal had done in educational administration contributed most to the accountable variation, which, however, accounted for only 3.53 per cent

of the variation in the similarity scores. None of the other characteristics contributed significantly to the prediction of the similarity scores and only 5.33 per cent of the variation could be accounted for by all seven characteristics. These results add further support to the conclusion that most of the characteristics of schools and of principals which were identified were not significantly related to the degree of congruence between the perceptions held by principals and by members of their teaching staffs of their social interactions in the school setting.

III. SUMMARY OF CHAPTER V

To test the fourteen null hypotheses formulated for this study, use was made of the organizational climate categories and the climate dimensions as these were perceived by the principals and by their staffs. The subtests were used to compute similarity scores across each of the groups of subtests as well as across all eight subtests. These similarity scores constituted a measure of the degree of congruence in the perceptions of any or all of the climate dimensions by principals and their staffs.

Of the fourteen null hypotheses tested, seven were accepted in full, three were partially accepted, and four were rejected in full. The statistically significant relationships which evolved from the analyses may be summarized as follows:

1. Principals and their staffs differed significantly in their perceptions of the organizational climates of their schools and in their perceptions of seven of the eight dimensions.

2. All three similarity scores were significantly related to the teachers' rating of their own satisfaction and their rating of the effectiveness of their principals. Also, schools where the principal's score on Hindrance was higher, and on Thrust and Consideration lower than the staff's score were associated with higher ratings of teacher satisfaction and of principal effectiveness.

3. The mean staff's score on Thrust was significantly related to the similarity score on the subtests describing the teachers' behavior.

4. The number of years of training possessed by the principals was significantly related to the similarity scores on the subtests describing the principal's behavior.

5. The amount of graduate work the principals had done in educational administration was significantly related to the similarity scores on the subtests describing the principal's behavior and to the total similarity scores, there being a greater degree of congruence in schools whose principals had done no graduate work in educational administration.

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CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The purpose of this chapter is to present a summary of the problem which was investigated, the theoretical basis for the study, the methodology employed, and the findings arising from the testing of the fourteen null hypotheses. The findings are discussed in four sections corresponding to the four sections into which the hypotheses were grouped. Finally, some general conclusions are presented and implications for educational administration are proposed.

I. SUMMARY OF THE STUDY

This study was designed for the purpose of exploring the relationships between the perceptions which principals hold of various aspects of their social interactions with their staffs in the school setting and the perceptions of these interactions held by the staffs. Also, an attempt was made to determine what situational factors might be related to the degree of congruence existing between these perceptions. In this way it was hoped to gain some further insight into the nature of the interpersonal conflict which might exist in a school organization and that the identification of some factors associated with such conflict would suggest areas on which to concentrate to improve the interpersonal relationships.

The basic theoretical framework underlying this study concerns the nature of the subordinate-superordinate relationships in a social

system. These relationships are well explained by the social systems theory presented by Getzels and Guba (2, pp. 423-441). This theory depicts the school as a social system involving various patterns of interpersonal interactions. The behavior of persons in these interactions is largely determined by the perceptions that each has of the behavior of others and of their expectations for his role. These perceptions themselves are influenced by the personality of the perceiver and the nature of the perceived situation. On this basis it was concluded that the perceptions of principals and their staffs will differ since, not only do their personalities differ, but also the nature of their situational factors is different.

To determine how principals and their staffs perceived their social interactions in the school setting, use was made of the OCDQ. This instrument provided a description of the behavior of the principal and the staff in terms of eight dimensions. Some of the data obtained in connection with the 1965 CSA Clinic on Organizational Climate were used to make possible the comparison of the perceptions of these dimensions of social behavior held by principals and the members of the teaching staffs in one hundred and sixty-three Alberta schools. These data were also used to determine if any significant relationships existed between the degree of congruence between the perceptions of these social interactions held by principals and their staffs and certain variables in the schools, the staffs, and the principals.

Summary of Findings Related to Perceptions of Organizational Climate

The findings of both hypotheses one and two substantially support the theoretical proposition that principals and their staffs differ in their perceptions of the organizational climates of their schools. In less than 35 per cent of the schools studied was there complete agreement between the principals and their staffs as to the type of climate existing in their schools. A chi square of 40.14, with a probability level between .05 and .02, supports the conclusion that the differences in these perceptions are statistically significant.

On seven of the eight subtests of the OCDQ the perceptions of the principals and their staffs were significantly related. The one subtest for which the correlation coefficient did not reach the .05 level of significance was Intimacy. Although these statistically significant relationships were found, they are relatively weak relationships when one considers the fact that both the principals and their staffs were observing essentially the same phenomena. The highest correlation coefficient of .337 accounts for only 11.36 per cent of the variance in one score on Aloofness which is predictable from the other score. Consequently, when "t" tests were applied to the data, it was revealed that on seven of the eight subtests the mean staffs' scores were significantly different from the mean principals' scores. Only on the subtest Thrust was there no significant difference. In addition, it was observed that principals tended to perceive the organizational climate dimensions in their schools more favorably than did their staffs. This was evident in their perceiving Disengagement, Hindrance, and Aloofness

lower than did the total teaching staffs and in their perceiving Esprit, Intimacy, Production Emphasis, and Consideration to be higher than did the teaching staffs.

With respect to hypothesis three it was observed that the degree of congruence between the perceptions of principals and their staffs on the subtests of the OCDQ which describe the teachers' behavior was not significantly different from the degree of congruence between the perceptions of these groups on the subtests which describe the principal's behavior. Apparently, the nature of the behavior involved, whether it be teachers' behavior or principal's behavior, is not a factor influencing the degree of congruence in the perceptions of those participating in the interactions.

Summary of Findings Concerning Relationships of Similarity Scores to Staff Variables

Hypotheses four, five, and six were concerned with determining what relationships exist between the degree of congruence in the perceptions of the organizational climate by principals and their staffs and certain staff variables. The staff variables involved rather subjective ratings of school effectiveness, teacher satisfaction, and principal effectiveness.

There appeared to be no significant relationships between the degree of congruence in the perceptions of principals and their staffs, on the two groups of subtests or across all subtests, and the rating of school effectiveness. This was also borne out when the schools were dichotimized on the basis of the relationship of the principal's score

to the mean staff's score on each of the OCDQ subtests. No significant relationships were observed.

The results obtained from the testing of hypotheses four and five were nearly identical. All three types of similarity scores were significantly related to the rating of teacher satisfaction and also to the rating by the teachers of the effectiveness of their principals. When the schools were dichotimized on the basis of the relationship of the principal's score to the mean staff's score on each of the subtests of the OCDQ, the mean rating of teacher satisfaction and the mean rating of the principals' effectiveness were significantly higher in schools where the principals scored higher than did their staffs on Hindrance and lower than their staffs on Thrust and Consideration.

It must be concluded that, in the schools sampled, the relationship between the perceptions of the organizational climate held by the principal and his staff has no relationship to the way the principal and the staff rate the effectiveness of their school, but does have a statistically significant relationship to the degree of satisfaction expressed by the teachers and the way they feel about the effectiveness of their principal.

Summary of Findings Concerning Relationships of Similarity Scores to School Characteristics

Hypotheses seven and eight were of an exploratory nature and were proposed in an attempt to determine if certain characteristics of the schools were related to the degree of congruence between the perceptions which principals and their staffs hold of their social interactions

in the school setting.

The characteristics of schools examined in these hypotheses were school size, as measured by the number of teachers employed in the school, and the type of school, based on the grade levels found in the school. The results of the analyses of variance which were applied revealed that no significant relationships existed between the size of the school or the type of the school and either of the three types of similarity scores used to measure the degree of congruence in the perceptions of the principals and their staffs. However, it was evident that there existed a trend for the degree of congruence in these perceptions to decrease as the size of the school increased.

Summary of Findings Concerning Relationships of Similarity Scores to Characteristics of Principals

The last six hypotheses were also of an exploratory nature and were designed to determine if certain personal and professional characteristics of the principals were related to the degree of congruence in the perceptions of various aspects of the organizational climate held by principals and their staffs.

When the teachers' perceptions of Aloofness, Production Emphasis, Thrust, and Consideration were correlated with the similarity scores on the sub-tests describing the teachers' behavior, the only correlation coefficient which reached the .05 level of significance was a negative relationship between Thrust and the similarity scores. This relationship was in the expected direction since it indicates that as the degree of congruence in the perceptions of the principals and their staffs

increased the teachers' rating of the principal's Thrust increased.

No significant relationships were found between the three types of similarity scores and the total teaching experience of the principal, his experience in the principalship, or his length of tenure in his present position.

It was seen that the amount of training possessed by the principal was related to the degree of congruence existing between the perceptions of principals and their staffs of various areas of the organizational climate. The years of training the principal was credited with for salary purposes was significantly related to the similarity score on the subtests describing the principal's behavior. The Newman-Keuls test revealed that the schools whose principals possessed six years of training were associated with a significantly higher degree of incongruence in the perceptions of principals and their staffs on the subtests describing the principal's behavior, than were schools whose principals possessed from one to three years of training.

Also with respect to the training of the principal, the results of hypothesis fourteen showed that the principals who had done some graduate work in educational administration were associated with schools where there was a significantly higher degree of incongruence between the perceptions of principals and their staffs of the behavior of the principal in interaction with his staff, and also of all dimensions of the social interactions between the principal and the staff, than was the case in schools whose principals did not possess such training.

From the findings of these hypotheses, it appears that the

characteristics which have the greatest relationship to the degree of congruence between the perceptions of principals and their staffs of the organizational climate of their schools, is the amount and nature of the training which they possess. It appears that the greater the amount of training and the more advanced the training in the field of educational administration, the greater is the degree of incongruence which is precipitated.

II. CONCLUSIONS

It was pointed out in Chapter I that the samples used in this study were accidental samples and, therefore, do not meet the requirements of random sampling from larger populations. Although it was shown that the sample of teachers used compared in many respects with the larger population of Alberta teachers in 1964-65, statistical inferences beyond these groups must be made with caution.

It is difficult to determine whether the general lack of relationships in the latter part of this study is an accurate description of what exists in reality or whether this lack of relationships may be attributed to other causes. The theoretical framework used as a basis for the study suggested that various factors, both personal and situational, are related to the degree of congruence between the perceptions of principals and members of the teaching staffs. The school characteristics and most of the characteristics of principals which were examined were not so related. It is possible that the instrument which was used or the statistical techniques employed were unable to detect

relationships which did, in fact, exist. It is probably more plausible to suggest that most of the factors examined are not related to congruence in perceptions, but that other factors, such as the personality characteristics of the participants in these social interactions, may be the related factors.

The evidence from this study supports the conclusion that the principals and the members of the teaching staffs differed in their perceptions of their social interactions in the school setting. This was evident in the differences in their perceptions of the organizational climate categories for their schools as well as the differences in their perceptions of seven of the eight climate dimensions. It was also evident that the principals tended to perceive the organizational climates of their schools more favorably than did the members of the teaching staffs.

Although no relationship was apparent between the degree of congruence in the perceptions of principals and their staffs, as determined by the similarity scores, and the rating of school effectiveness, a significant relationship existed between the similarity scores and the rating by teachers of their own satisfaction and of the effectiveness of their principals. It was also found that the direction of the relationship of the principals' scores to the mean staffs' scores on the subtests of Hindrance, Thrust, and Consideration was related to the ratings of teacher satisfaction and of principal effectiveness. It appears that greater teacher satisfaction and higher ratings of principal effectiveness are associated with the sensitivity of the principal to Hindrance

provoking behavior and his unpretentious attitude towards his own Thrust and Consideration.

Neither the size of the school nor the grade level included in the school appeared to be significantly related to the degree of congruence existing between the perceptions of the organizational climate held by the principals and by the members of the teaching staffs.

The teachers' perceptions of the principals' Thrust were significantly related to the degree of congruence in the perceptions held by principals and their staffs of the dimensions of the organizational climate describing the teachers' behavior. However, the principal's total years of teaching experience, his experience in the principalship, and the length of tenure in his present position were not related to the degree of congruence in perceptions as measured by all three similarity scores. A significantly greater degree of incongruence in the perceptions held by principals and their staffs of the dimensions of the organizational climate describing the principal's behavior existed in schools where the principal had six years of training than in schools where the principal had from one to three years of training. Also, there was a greater degree of incongruence in the perceptions held by the principals and their staffs of the dimensions describing the principal's behavior, as well as of all dimensions taken together, in schools whose principals had done some graduate work in educational administration than was the case in schools whose principals had not had such training.

III. IMPLICATIONS

Implications for Theory and Practice

The weight of the evidence from this study substantially supports the theory presented in Chapter II. This theory indicated that differences exist in the perceptions of various social interactions in organizations held by the participants in these interactions, especially when a subordinate-superordinate relationship exists between the participants as is the case with a principal and the members of his teaching staff. The review of related research which was presented also revealed that a close relationship exists between the satisfaction expressed by participants in organizational interactions and their rating of the effectiveness of these interactions, and the degree of congruence in the perceptions held by the participants. The findings of this study support such a position in that teacher satisfaction and their rating of the effectiveness of their principals was related to the degree of congruence in the perceptions held by the principals and their staffs of their social interactions in the school setting.

It is of further interest to note that the direction of the differences in the perceptions held by principals and their staffs of various aspects of their social interactions was related to the rating by teachers of their own satisfaction and of the effectiveness of their principals. In the earlier discussion of these findings, it was suggested that this might indicate that the principal's sensitivity to the staff's perceptions, as well as the attitude taken by the principal

to certain aspects of his own behavior, may be related to the satisfaction of teachers and their rating of the principal's effectiveness. As such, these findings have implications for both the study and the practice of educational administration. Croft concluded from his study of the relationship between the principals' dogmatism and their perceptions of their own leader behavior and those of their teachers and superintendents that ". . . sensitivity to the perceptions of others is seen as an important dimension of effective supervision" (1, p. 68).

The findings of this study have some further implications for the practice of educational administration. As stated earlier, the evidence supports the conclusion that principals and members of their teaching staffs differ in their perceptions of many aspects of their social interactions in the school setting. Inaccuracies and incongruencies in these perceptions may rest as much with the principal as with the members of his staff. The implication is that the principal should have a good picture of the kind of person he is, of the impact he has on others, and of the characteristic behaviors he employs to protect himself against real or imagined threats.

The school principal should become aware of the intricacies of the perceptual process. He should be aware of the many influences, both within and without the perceiver, which distort or stereotype one's perceptions. Being aware of these intricacies, the principal may be better able to check the accuracy of his own perceptions of the behavior of others with whom he associates, especially the members of his staff. Such knowledge of the perceptual process might also lead the principal

to recognize more readily the individual differences among the members of his staff and to understand how an individual's own needs and desires influence his perceptions of others.

If people are to perceive alike, it is important that they see a situation from similar vantage points and have common norms for interpreting what is perceived. Many of the incongruencies which exist between the perceptions held by principals and members of their staffs might be minimized by providing experiences for both the principal and the teachers in which each may come to possess more information about the other's position, the requirements of his position, and the various pressures which are exerted on him. Clagett Smith (3, p. 507) suggests that participation in the group organization permits members to ascertain the norms of the organization and of other echelons, as well as facilitating the enforcement of these norms. Such participation might well facilitate greater member consensus and a sharing of perceptions and attitudes.

It is generally accepted that teacher satisfaction and a favorable impression by the teachers of administrative behavior are desirable products of the relationships existing in the school organization. Both teacher satisfaction and rating of principal effectiveness were found to be associated with congruence in the perceptions of the organizational climate held by principals and by members of the teaching staffs. Although the exact cause and effect relationship was not determined, an implication of this association is that the principal should strive to establish both so that the existence of one might reinforce the

existence of the other.

The relationship revealed between congruence in perceptions held by principals and their staffs and the amount and nature of the training possessed by the principal has implications both for the training of administrators and the practice of administration. It might be useful in graduate programs in educational administration if greater efforts were made to improve the accuracy of the social perceptions of future administrators by such means as real or simulated experiences in practical situations. The principal might do well to recognize that a psychological distance may exist between himself and the members of his staff and so seek to interpret his perceptions to take into account his inability to participate in the social interactions as do the members of the teaching staff.

Implications for Further Research

Some possible areas for further research are suggested by the findings of this study.

1. The fact that most of the personal and situational factors identified in this study were not related to the degree of congruence in the perceptions held by principals and by members of the teaching staffs suggests that further research might be conducted to positively identify the factors which are so related. Such research might well concentrate on personal factors such as the personality characteristics of the participants or on the more subtle situational factors such as the expectations of various alter groups for the role of the participants in social interactions.

2. It might be useful to explore the relationship between the various dimensions of the organizational climate and the expectations of respondents for these dimensions. If respondents were asked to indicate how they presently perceive the climate and how they would like it to be, it might be possible to more effectively match teachers and principals.

3. The apparent relationship between sensitivity to perceptions and the satisfaction expressed by participants in social interactions might be explored more thoroughly. The association between sensitivity to perceptions and various measures of organizational output could well prove to be a fruitful area of research.

4. The differences in the perceptions of the social interactions in the school setting held by other groups in the school organization could be explored. These other groups might include teachers at various grade levels or in various subject areas, and the informal groups of teachers which may exist in the school.

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APPENDIX

1965 CLINIC ON ORGANIZATIONAL CLIMATE

Sponsored by: The Council on School Administration (ATA) and the
Dept. of Educational Administration, U of A, Edmonton

TO THE PRINCIPAL

This package contains two types of questionnaires:

- (1) The Organizational Climate Description Questionnaire (10 copies)
- (2) A Principal's Questionnaire (1 copy)

PROCEDURES FOR ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

This questionnaire is to be completed by the principal and nine other members of the staff. The scores on the Organizational Climate Description Questionnaire will be the basis for discussion at the CSA Clinic for which you registered earlier. If the responses are to be useful for describing the climate of your school, it is important that the teachers who complete the questionnaire can be certain that their responses to the questions will be seen by no one but the analysts at the university. For this reason we ask that you follow this procedure:

- (1) REMOVE ONE climate questionnaire and one envelope for YOUR OWN use.
- (2) CHOOSE a responsible member of your staff to act as a COORDINATOR; he will be responsible for administering, collecting, and mailing the questionnaires. Turn over to him the other nine climate questionnaires and the instructions included.
- (3) COMPLETE your copy of the climate questionnaire and seal it in the envelope provided.

PROCEDURE FOR PRINCIPAL'S QUESTIONNAIRE

Last year's clinics revealed that participants were interested in the relationship of school, staff, and principal variables to the climate of the school; this becomes highly relevant when questions are raised concerning the improvement of school climates. Questions were also raised concerning the exact meaning of some of the scores which the climate questionnaire yields. The principal's questionnaire has been designed to provide data for analyses which may give some insights into these highly important relationships. The results of the analyses will be used as a basis for some of the discussion at the clinics this year.

Please respond to all of the questions even though a few of them overlap with the questions on the last page of the climate questionnaire. Data analysis will be facilitated if all questions on both questionnaires are answered.

Place completed questionnaire in the envelope and seal.

RETURNING COMPLETED QUESTIONNAIRES

Hand both envelopes containing your completed questionnaires to the Coordinator for mailing with the questionnaires completed by the staff.

Please accept our thanks for your cooperation and for your interest in this project.

1965 CLINIC ON ORGANIZATIONAL CLIMATE

Sponsored by: The Council on School Administration (ATA) and the
Dept. of Educational Administration, U. of A. Edmonton

TO THE COORDINATOR

The Organizational Climate Description Questionnaires which have been handed to you are to be completed by you and eight other members of the staff. The principal is also completing one copy of this questionnaire as well as another instrument separately. It is very important that the teachers completing the questionnaires do not discuss the questions with each other before responding to them. Please follow this procedure:

- (1) SELECT THE TEACHERS who will complete the questionnaire.
 - (a) If your staff has more than eight full-time teachers other than yourself and the principal, it is essential that those who complete the questionnaire be chosen at random. To ensure random selection place the names of all members of the staff (other than yourself and the principal) in a container and draw eight names.
 - (b) If your staff has eight or fewer staff members other than yourself and the principal, have all members of the staff complete the questionnaires and return any unused copies with the completed forms.
- (2) ARRANGE A MEETING.
 - (a) Schedule a period of about thirty minutes when the selected staff members (including yourself but excluding the principal) can complete the questionnaire at the same time.
 - (b) After the group has assembled, distribute a questionnaire and an envelope to each staff member.
- (3) READ THE FOLLOWING DIRECTIONS TO THE GROUP:
 - (a) "Read carefully the directions on the front page and on the top of the first inside page. Your responses to the items are strictly confidential and will be seen by no one but the analysts at the university. Please do not discuss the questions with members of this group before responding."
 - (b) "Complete the questionnaire by responding to each item. Notice that there are questions on the back page also."
 - (c) "Place the completed questionnaire in the envelope provided, seal it, and hand it to me as soon as you have finished."
- (4) COORDINATOR AND GROUP MEMBERS COMPLETE QUESTIONNAIRE
- (5) Please thank the staff members for their cooperation and accept our thanks yourself.
- (6) Make certain that the name of your school appears on each envelope.
- (7) PLACE THE ENVELOPES CONTAINING THE QUESTIONNAIRES COMPLETED BY YOURSELF, BY THE PRINCIPAL (2 questionnaires), AND BY THE OTHER STAFF MEMBERS IN THE LARGE SELF-ADDRESSED ENVELOPE AND MAIL BEFORE FEBRUARY 12.

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

Developed by

ANDREW W. HALPIN

and

DON B. CROFT

On the following pages is a list of items that are used to describe the organizational climate or the “personality” of your school. The items describe typical behaviors or conditions that occur within a school. Please indicate to what extent each of these descriptions characterizes **your school**. Please do **not** evaluate the items in terms of “good” or “bad” behavior but read each item carefully and respond in terms of how well the statement describes your school.

It is important that your answers be “independent,” so please do not discuss your answers with other teachers. Though there is no time limit, it will probably take you 15 to 20 minutes to complete.

Please be frank in your response with the assurance that individual responses are strictly confidential.

IDENTIFICATION: Please write the name and address of your school on the envelope provided for the completed questionnaire; do NOT write your name on this questionnaire.

Each questionnaire will be given a code number and all responses transferred to IBM cards for processing. Complete anonymity in the analysis of data and the reporting of findings is assured.

DIRECTIONS:

- a. READ each item carefully.
- b. THINK about how well the statement describes your school.
- c. DECIDE whether the behavior or condition described in the item occurs rarely, sometimes, often, or very frequently in your school.
- d. DRAW A CIRCLE around **one** of the four letters following the item to show the answer you have selected.

A=Very frequently occurs

B=Often occurs

C=Sometimes occurs

D=Rarely occurs

Please respond to EVERY item.

- | | | | | |
|---|---|---|---|---|
| 1. Teachers' closest friends are other faculty members at this school. | A | B | C | D |
| 2. The mannerisms of teachers at this school are annoying. | A | B | C | D |
| 3. Teachers spend time after school with students who have individual problems. | A | B | C | D |
| 4. Instructions for the operation of teaching aids are available. | A | B | C | D |
| 5. Teachers invite other faculty members to visit them at home. | A | B | C | D |
| 6. There is a minority group of teachers who always oppose the majority. | A | B | C | D |
| 7. Extra books are available for classroom use. | A | B | C | D |
| 8. Sufficient time is given to prepare administrative reports. | A | B | C | D |
| 9. Teachers know the family background of other faculty members. | A | B | C | D |
| 10. Teachers exert group pressure on non-conforming faculty members. | A | B | C | D |
| 11. In faculty meetings, there is the feeling of "let's get things done." | A | B | C | D |
| 12. Administrative paper work is burdensome at this school. | A | B | C | D |
| 13. Teachers talk about their personal life to other faculty members. | A | B | C | D |
| 14. Teachers seek special favors from the principal. | A | B | C | D |
| 15. School supplies are readily available for use in classwork. | A | B | C | D |
| 16. Student progress reports require too much work. | A | B | C | D |
| 17. Teachers have fun socializing together during school time. | A | B | C | D |
| 18. Teachers interrupt other faculty members who are talking in staff meetings. | A | B | C | D |
| 19. Most of the teachers here accept the faults of their colleagues. | A | B | C | D |
| 20. Teachers have too many committee requirements. | A | B | C | D |
| 21. There is considerable laughter when teachers gather informally. | A | B | C | D |
| 22. Teachers ask nonsensical questions in faculty meetings. | A | B | C | D |
| 23. Custodial service is available when needed. | A | B | C | D |
| 24. Routine duties interfere with the job of teaching. | A | B | C | D |
| 25. Teachers prepare administrative reports by themselves. | A | B | C | D |

26. Teachers ramble when they talk in faculty meetings.	A	B	C	D
27. Teachers at this school show much school spirit.	A	B	C	D
28. The principal goes out of his way to help teachers.	A	B	C	D
29. The principal helps teachers solve personal problems.	A	B	C	D
30. Teachers at this school stay by themselves.	A	B	C	D
31. The teachers accomplish their work with great vim, vigor, and pleasure.	A	B	C	D
32. The principal sets an example by working hard himself.	A	B	C	D
33. The principal does personal favors for teachers.	A	B	C	D
34. Teachers eat lunch by themselves in their own classrooms.	A	B	C	D
35. The morale of the teachers is high.	A	B	C	D
36. The principal uses constructive criticism.	A	B	C	D
37. The principal stays after school to help teachers finish their work.	A	B	C	D
38. Teachers socialize together in small select groups.	A	B	C	D
39. The principal makes all class-scheduling decisions.	A	B	C	D
40. Teachers are contacted by the principal each day.	A	B	C	D
41. The principal is well prepared when he speaks at school functions.	A	B	C	D
42. The principal helps staff members settle minor differences.	A	B	C	D
43. The principal schedules the work for the teachers.	A	B	C	D
44. Teachers leave the grounds during the school day.	A	B	C	D
45. Teachers help select which courses will be taught.	A	B	C	D
46. The principal corrects teachers' mistakes.	A	B	C	D
47. The principal talks a great deal.	A	B	C	D
48. The principal explains his reasons for criticism to teachers.	A	B	C	D
49. The principal tries to get better salaries for teachers.	A	B	C	D
50. Extra duty for teachers is posted conspicuously.	A	B	C	D
51. The rules set by the principal are never questioned.	A	B	C	D
52. The principal looks out for the personal welfare of teachers.	A	B	C	D
53. School secretarial service is available for teachers' use.	A	B	C	D
54. The principal runs the faculty meeting like a business conference.	A	B	C	D
55. The principal is in the building before teachers arrive.	A	B	C	D
56. Teachers work together preparing administrative reports.	A	B	C	D
57. Faculty meetings are organized according to a tight agenda.	A	B	C	D
58. Faculty meetings are mainly principal-report meetings.	A	B	C	D
59. The principal tells teachers of new ideas he has run across.	A	B	C	D
60. Teachers talk about leaving the school system.	A	B	C	D
61. The principal checks the subject-matter ability of teachers.	A	B	C	D
62. The principal is easy to understand.	A	B	C	D
63. Teachers are informed of the results of a supervisor's visit.	A	B	C	D
64. The principal insures that teachers work to their full capacity.	A	B	C	D

(OVER)

SOME INFORMATION ABOUT YOU AND YOUR SCHOOL

65. Number of teachers in your school, including the principal (check one):
..... (1) 4 or fewer
..... (2) 5 to 9
..... (3) 10 to 14
..... (4) 15 to 19
..... (5) 20 to 24
..... (6) 25 to 29
..... (7) 30 to 39
..... (8) 40 to 49
..... (9) 50 or more
66. What grades does your school include?
Check the one below which most closely describes your school.
..... (1) Gr. 1 to 6
..... (2) Gr. 1 to 8
..... (3) Gr. 1 to 9
..... (4) Gr. 1 to 11
..... (5) Gr. 1 to 12
..... (6) Gr. 7 to 9
..... (7) Gr. 7 to 12
..... (8) Gr. 9 to 12
..... (9) Gr. 10 to 12
67. How long have you been in your present school, including this year?
..... (1) 1 yr.
..... (2) 2 yrs.
..... (3) 3 or 4 yrs.
..... (4) 5 or 6 yrs.
..... (5) 7 to 8 yrs.
..... (6) 9 or 10 years
..... (7) 11 to 15 yrs.
..... (8) 16 to 20 yrs.
..... (9) 21 yrs. or more
68. How many years of teaching experience do you have, including the present year?
..... (1) 1 yr.
..... (2) 2 yrs.
..... (3) 3 or 4 yrs.
..... (4) 5 or 6 yrs.
..... (5) 7 or 8 yrs.
..... (6) 9 or 10 yrs.
..... (7) 11 to 15 yrs.
..... (8) 16 to 20 yrs.
..... (9) 21 yrs. or more
69. Your sex:
..... (1) Male
..... (2) Female
70. What is your age?
..... (1) under 24 yrs.
..... (2) 25-29 yrs.
..... (3) 30-34 yrs.
..... (4) 35-39 yrs.
..... (5) 40-44 yrs.
..... (6) 45-49 yrs.
..... (7) 50-54 yrs.
..... (8) 55-59 yrs.
..... (9) 60 yrs. and over
71. How many years of training are you credited with for salary purposes? (Please drop fractional years).
..... (1) 1 yr.
..... (2) 2 yrs.
..... (3) 3 yrs.
..... (4) 4 yrs.
..... (5) 5 yrs.
..... (6) 6 yrs.
72. Compared with other schools known to you, how good a job do you judge your school does in educating the students who come to it? (check one)
..... (1) outstanding
..... (2) very good
..... (3) slightly above average
..... (4) slightly below average
..... (5) poor
..... (6) very poor
73. If you are the principal please check here (1) and omit the next two items.
74. How well satisfied are you with all aspects of your teaching situation in your present school? (check one)
..... (1) enthusiastic
..... (2) satisfied
..... (3) fairly well satisfied
..... (4) somewhat dissatisfied
..... (5) dissatisfied
..... (6) very dissatisfied
75. How effective do you consider your principal to be in performing all the various functions which he should perform? (This item is for research purposes only and even averages of scores are strictly confidential).
..... (1) outstanding,
..... (2) very good
..... (3) slightly above average
..... (4) slightly below average
..... (5) poor
..... (6) very poor

76. 77. 78. 79. 80.

(Thank you. Write name and address of school on envelope)

CSA CLINIC ON ORGANIZATIONAL CLIMATE

PRINCIPAL'S QUESTIONNAIRE

IDENTIFICATION: Please write the name of your school on the envelope provided for the completed questionnaire; do not write your name on this questionnaire.

Each questionnaire will be given an identifying code number and all responses transferred to IBM cards for processing. Complete anonymity in the analysis of data and the reporting of findings is assured.

Please reply to each item.

A. SCHOOL CHARACTERISTICS

1. What grades does your school include? Check the one which most closely describes your school.

☐ (1) Gr. 1 to 6
☐ (2) Gr. 1 to 8
☐ (3) Gr. 1 to 9
☐ (4) Gr. 1 to 11
☐ (5) Gr. 1 to 12
☐ (6) Gr. 7 to 9
☐ (7) Gr. 7 to 12
☐ (8) Gr. 9 to 12
☐ (9) Gr. 10 to 12

2. How many full-time teachers are there in your school? Include yourself as principal in the total.

☐ (1) 4 or fewer
☐ (2) 5 to 9
☐ (3) 10 to 14
☐ (4) 15 to 19
☐ (5) 20 to 24
☐ (6) 25 to 29
☐ (7) 30 to 39
☐ (8) 40 to 49
☐ (9) 50 or more

3. How many of the teachers included in (2) have been teaching in this school for less than one full year? Check only one.

☐ (1) One or more
☐ (2) Two
☐ (3) Three
☐ (4) Four
☐ (5) Five
☐ (6) Six
☐ (7) Seven
☐ (8) Eight
☐ (9) Nine or more

B. ADMINISTRATIVE CHARACTERISTICS (Check one response for each question)

4. How many days per week are you allowed for administration and supervision in your school?

☐ (1) One-half day or less
☐ (2) 1 or 1.5 days
☐ (3) 2 or 2.5 days
☐ (4) 3 or 3.5 days
☐ (5) 4 or 4.5 days
☐ (6) Five days

5. How much secretarial help do you have in terms of days per week?

☐ (1) None
☐ (2) One-half day or less
☐ (3) 1 or 1.5 days
☐ (4) 2 or 2.5 days
☐ (5) 3 or 3.5 days
☐ (6) 4 or 4.5 days
☐ (7) Five days

6. Counting the present school year, what is the total years of experience you have had as teacher and principal? Check one.

☐ (1) 4 years or less
☐ (2) 5 to 8 years
☐ (3) 9 to 12 years
☐ (4) 13 to 16 years
☐ (5) 17 to 20 years
☐ (6) 21 to 23 years
☐ (7) 24 to 27 years
☐ (8) 28 to 31 years
☐ (9) 32 years or more

7. Counting the present school year, what is the total years of experience you have had as principal?
- ☐ (1) 1 year
 - ☐ (2) 2 to 3 years
 - ☐ (3) 4 to 6 years
 - ☐ (4) 7 to 9 years
 - ☐ (5) 10 to 12 years
 - ☐ (6) 13 to 15 years
 - ☐ (7) 16 to 18 years
 - ☐ (8) 19 to 20 years
 - ☐ (9) 21 years or more
8. How long have you been principal of this school, including the present year?
- ☐ (1) 1 year
 - ☐ (2) 2 years
 - ☐ (3) 3 or 4 years
 - ☐ (4) 5 or 6 years
 - ☐ (5) 7 or 8 years
 - ☐ (6) 9 to 10 years
 - ☐ (7) 11 to 15 years
 - ☐ (8) 16 to 20 years
 - ☐ (9) 21 years or more
9. Your sex:
- ☐ (1) Male
 - ☐ (2) Female
10. What is your age?
- ☐ (1) Under 24 years
 - ☐ (2) 25 to 29 years
 - ☐ (3) 30 to 34 years
 - ☐ (4) 35 to 39 years
 - ☐ (5) 40 to 44 years
 - ☐ (6) 45 to 49 years
 - ☐ (7) 50 to 54 years
 - ☐ (8) 55 to 59 years
 - ☐ (9) 60 years or more
11. How many years of training are you credited with for salary purposes? Please drop fractional years.
- ☐ (1) 1 year
 - ☐ (2) 2 years
 - ☐ (3) 3 years
 - ☐ (4) 4 years
 - ☐ (5) 5 years
 - ☐ (6) 6 years
12. How much graduate work have you done in educational administration?
- ☐ (1) No graduate university courses in administration.
 - ☐ (2) Some courses in administration.
 - ☐ (3) Hold a graduate degree in educational administration.
13. What position did you have last year? Check only one.
- ☐ (1) Principal of this school
 - ☐ (2) Principal of another school
 - ☐ (3) Vice-principal or department head in this school
 - ☐ (4) Vice-principal or department head in another school
 - ☐ (5) Teacher in this school
 - ☐ (6) Teacher in another school
 - ☐ (7) Other, state _____

TABLE XXXVI

ITEM DISTRIBUTION AND SCORING KEY^a FOR OCDQ SUBTESTS

Disengagement	Teachers' Behavior				Principal's Behavior			
	Hindrance	Esprit	Intimacy	Alloofness	Production	Emphasis	Thrust	Consideration
2	-4	3	1	34		39	28	29
6	-8	7	5	40		43	32	33
10	12	11	9	44		47	36	37
14	16	15	13	52		48	41	42
18	20	19	17	-54		51	49	46
22	24	21	-25	55		62	53	50
26		23	57	58		66	56	
30		27		59			60	
38		31		-64			63	
61		35						

^aItems are scored 6, 7, 8, or 9 for Rarely occurs, Sometimes occurs, Often occurs, or Very frequently occurs, respectively; items preceded by the minus sign are scored 9, 8, 7, or 6.

TABLE XXAVII
 PROTOTYPIC PROFILES FOR SIX ORGANIZATIONAL CLIMATES RANKED IN RESPECT TO
 OPENNESS VS. CLOSEDNESS

Climates	Teachers' Characteristics				Principal's Characteristics			
	Disengagement	Hindrance	Esprit	Intimacy	Alloof- ness	Production Emphasis	Thrust	Consideration
Open	43	43	63	50	42	43	61	55
Autonomous	40	41	55	62	61	39	53	50
Controlled	38	57	54	40	55	63	51	45
Familial	60	42	50	58	44	37	52	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	41	44

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